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ABSTRACT

This guide was developed to help teachers conduct a cooperative work experience internship program in high technology and related industry for high school students. The curriculum guide provides an overview of the high-technology internship program, lists goals and objectives of the program, and provides a course outline containing 13 units. Each unit consists of a terminal objective, specific objectives, references, lists of instructional materials, student activities, and an outline of the course content. Topics covered in the 13 units are the following: orientation; safety; Vocational Industrial Clubs of America (VICA); ethical practices and laws; human relations; parlimentary procedures; job application; diet, hygiene, and grooming; personal finance; career planning; owning a business; computer literacy; and basic electronics. Units are designed in such a way that the instructor may vary the sequence and scope as desired. (KC)

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CURRICULUM GUIDE

HIGH TECHNOLOGY INTERNSHIP

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GOAL

Investigate the feasibility, suitability and acceptability of providing selected high school seniors exploratory training opportunities in high technology careers, using industry based training locations.

OBJECTIVES

1. Identify training availability in specific high technology skills.
2. Identify training needs of Judson High School students in high technology skills.
3. Develop an instructional program designed to meet the needs of both high technology industries in San Antonio and Judson High School students.
4. Maintain a dialogue with post-secondary institutions aimed at articulation between Judson High School high technology training and post-secondary offerings.
5. Insure all high tech students attain computer literacy to include history of computer development, technology, applications, components and systems, operation and use, algorithms, design logic and basic programming.
6. Develop individualized training, agreements which will insure and emphasis on quality training as opposed to production.
7. Monitor student's progress continually to insure compliance with agreements and training objectives.
8. Provide a full-time internship program manager possessing a minimum of Bachelor of Science, two years teaching experience, and broad background in high tech industry related activities.
9. Develop high technology career awareness programs.
10. Select a minimum of thirty senior students through counseling processes.

11. Develop curriculum which maximizes computer application in training.
12. Develop a curriculum which will provide a broad range of related training using the Industrial Core Curriculum as a model. (This training will take place a minimum of two hours a week in a formal class setting when all participating students will meet).
13. Develop a curriculum which will insure that students will be available for training at the industry site three hours per day for internship training. (Students will not be paid for internship training).
14. Insure exit counseling for each high technology student which will fully explore employment and post-secondary opportunities.
15. Develop evaluation instruments which will determine the validity of the High Technology Internship program at the secondary level.
16. Develop and outline of recommended qualifications for potential High Technology Internship Program coordinators.
17. Provide specific guidance, assistance and possibly on site visits to High Technology Internship projects in Texas.
18. Provide informational and persuasive articulation with interested educational entities in behalf of proliferating High Technology Internship programs.
19. Provide student follow-up for High Technology Internship students.

OVERVIEW

This is a cooperative program between Judson High School and industry. Participating students will be placed in compatible high technology work environments where they will follow modified on-the-job training procedures: i.e., acquire new information, concepts, techniques and procedures; complete a period of over the shoulder observation, trial and error hands-on learning, and supervised production; then accomplish enough minimally supervised production to insure the learning transition is completed. (Note: this latter phase would normally not exceed 1/3 of the training time). Training procedures will follow a broad training outline shown on the reverse side of each individualized Training Agreement.

Training with industry will begin on or about September 15, 1983. Preparatory classes will begin on campus in such subjects as computer literacy, electronics, and health sciences on August 1, 1983. Students will maintain a comprehensive notebook covering specific details of their training. Students will travel to the industrial site on school buses on Mondays through Thursdays from 1:00 p.m. to 4:00 p.m. Students will not be paid. On Fridays, students will remain on campus to complete their notebooks, discuss administrative problems, and complete related instruction using the Industrial Core Curriculum as a model. Training will end May 15, 1984. Training will be monitored closely by the High Technology Coordinator at Judson High School.

Industry will evaluate each student every nine weeks. Students successfully completing training will receive two high school credits toward graduation requirements.

COURSE OUTLINE

HIGH TECHNOLOGY INTERNSHIP

I. Orientation

II. Safety

III. VICA

IV. Ethical practices and laws

V. Human relations

VI. Parliamentary procedures

VII. Job application

VIII. Diet, hygiene and grooming

IX. Personal finance

X. Career planning

XI. Owning a business in our economy

* XII. Computer literacy

* XIII. Basic electronics

The units are designed in a way that the instructor may vary the sequence and scope as desired.

*These units may be offered in the summer or evening hours for those students that require the instruction as a part of the High Technology course requirements or prerequisite skill training.

UNIT I

ORIENTATION

Terminal Objective

After completion of this unit the student should know:

1. Understand that vocational education serves the purpose of teaching a specific occupation.
2. Understand that general education and vocational education complement and support each other.
3. Know how the industrial cooperative training program functions.
4. Know the objectives of vocational education.
5. Understand generally how the various vocational programs offered by the school operate.

Specific Objectives

The student will be able to:

1. List the characteristics of a vocational course.
2. Distinguish between vocational education and general education.
3. List the objectives of industrial cooperative training.
4. Explain how the industrial cooperative training program functions.
5. Explain the provisions for accrediatation of an industrial cooperative training program.
6. Explain how related information is taught.
7. Explain the advantages of industrial cooperative training to the student.
8. Explain the advantages of industrial cooperative training to the school.

9. Explain the advantages of industrial cooperative training to the employer.
10. Explain the responsibilities of industrial cooperative training students.
11. Explain the reasons for assignment objectives.
12. Explain the procedures to use when studying the information part of a student's guide or manual.
13. Give the primary purpose for studying and answering the questions contained in the student's guide or manual.
14. Tell how assignment tests are used.
15. Explain the function of marketing and distributive education programs.
16. Explain the function of vocational health occupations education programs.
17. Explain the function of vocational office education programs.
18. Explain the function of vocational agricultural education programs.
19. Explain the function of vocational homemaking education programs.
20. Explain the function of pre-employment laboratory programs.

References:

1. ICC-1, ORIENTATION, University of Texas at Austin, 1980.

Instructional Materials

1. Chalkboard, chalk and eraser.
2. Overhead projector.
3. Student's Manual, Unit 1, "Orientation".
4. Test for Unit I.
5. Paper and pencil to use to take notes.

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary)
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. Objectives of Vocational Education

A. The Meaning of Vocational Education

1. Vocational education means learning how to work effectively.
2. Occupational guidance should be a goal of theose responsible for planning an effective school program.
3. Six characteristics of a vocational course are:

a. The aim is to train individuals for proficiency in a specific occupation.

b. The teaching content is such that it will specifically function in the occupation.

c. The students have made a tentative career choice based on their own interests and aptitudes as they meet the requirements of the occupation.

d. The instructional environment approximates, to the maximum possible degree, the present working conditions of the occupation.

e. The teacher or coordinator has had appropriate training and experience, and the training sponsor is skilled in the occupation for which he or she is providing training.

f. The instruction includes skills, technical knowledge, understandings, attitudes, safety habits, and related information essential to success in the occupation.

B. Vocational Education and General Education

1. Vocational education means not only training in the performance of specialized skills, but also knowledge, understandings, and skills that will contribute to a satisfying and useful life of employment.

2. Vocational education and general education complement each other rather than conflict with one another.

C. Goals of Vocational Education

1. It contributes to your educational program by making it more purposeful and functional by developing the abilities and work attitudes essential to your success as a worker.

2. It provides an opportunity for you to supplement a general education with specific occupational training in marketable skills and knowledge.

3. It helps you understand more clearly your interests, aptitudes, and abilities so that you may choose a suitable occupational objective.

II. Industrial Cooperative Training

A. Introduction (Show Transparency 1-1.)

1. The attainment of occupational competency in any type of work involves three different, yet very closely related, types of learning.

a. You must master the practical job skills and procedures

performed by the worker in the occupation.

b. You must learn the technical and related information basic to an intelligent understanding and practice of the occupation.

c. You must develop the personal and social traits essential for successful workers.

2. Job skills are taught on the job by the employer.

3. Specific technical and related information is taught in the industrial cooperative related-studies class on and individual basis.

4. Desirable personal and social traits are developed on the job and through group discussion in the classroom.

B. Objectives

1. To prepare high school students for useful employment in industrial fields through the combined efforts of industry and the school.

2. To provide work experiences in the basic operations of a chosen vocation through related and actual working conditions.

3. To develop desirable attudes and practices with respect to mental and physical health and safety.

4. To develop the ability and willingness to assist others and to work with others as an integral part of a group.

5. To develop the self-assurance and initiative necessary to meet problem-solving situations.

6. To develop the habit of performing a task that will be done according to proper procedures, efficiently planned, and thorough on completion.

7. To develop an insight into the intergration of industrial cooperative training with other studies in school.

8. To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities.

9. To develop in the student an awareness of school, city, state, and national citizenship, which is necessary in a nation founded on the principles of democracy.

C. Importance of the Program of the Student (Transparency 1-2)

1. You may be choosing a lifetime occupation.

2. This class should make your other courses more interesting. Your grades in other classes should improve.

D. How Industrial Cooperative Training Functions

1. It provides you the opportunity to receive training in a career while meeting the requirements for a high school diploma. This class is an elective, and you must still take the required courses for graduation.

2. The coordinator will help you with problems and concerns you have at school and at work. The coordinator will help you coordinate the related information with work experiences as well as check on your progress on the job.

E. High School Credit

1. In Texas, three units of credit are given upon successful completion of 160 clock hours of classroom instruction plus 525 clock hours of supervised work experience under the semester unit plan (55-minute periods).

2. A maximum of six units of credit can be given for successfully completing two years in the course.

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F. Related Information

1. General related information involves information and subjects that should be of interest and value to you regardless of your occupational objective. You learn such things as the value of work experience, the importance of personality to work, job ethics, etc. This will be taught in group discussion.

2. Specific-related information is information directly related to the occupation in which you are training. This information is studied in student's guides and student's manuals on an individual basis. The technical information studied should relate directly to the tasks being performed on the job. The coordinator will help you coordinate this.

G. Job Training

1. You receive your job training under the supervision of your employer. The general order in which you recieve the various training experiences and other conditions of work that will be in effect during the training period have been worked out between your employer and the coordinator.

2. Your occupation and training station must meet these requirements.

   a. Provide an opportunity for employment and advancement after training.

   b. Meet the ethical and social standards of the community.

   c. Pay a monetary wage comparable to that paid other beginning workers in similar work in the community.

   d. Have adequate training facilities.

   e. Meet the state and federal laws in regard to wages, hours, and conditions of employment.

H. Advantages of Industrial Cooperative Training

1. Advantages to the student:

   a. It provides occupational training under actual working conditions.

   b. It allows a person to gain work experience and still graduate on schedule.

   c. It provides the opportunity for vocational education without neglecting general education.

   d. It aids in bridging the gap between school life and full-time employment.

   e. It provides an opportunity to earn while learning.

   f. It provides an opportunity to develop interests and aptitudes.

   g. It provides an opportunity to determine the suitability of a chosen occupation.

   h. It assists in developing desirable personal and social traits.

2. Advantages to the school:

   a. The school is able to better meet the needs of the students, thereby increasing its holding power.

   b. The school can provide training in a number of occupations without having to be out the expense of an elaborate outlay for shops and equipment.

   c. The program promotes closer cooperation between the school and local industries and businesses.

3. Advantages to the employer:

   a. It enables employers to train young workers as they want them trained.

   b. It meets the need for better-trained workers in the community

without oversupplying the labor market.

c. It provides an opportunity for employers to cooperate with schools in public service.

I. Responsibilities of Industrial Cooperative Training Students

1. Responsibilities to employer:

a. Dependability

b. Honesty

c. Enthusiasm

d. Eagerness to learn

2. Responsibilities to the school:

a. Conduct

b. Appearance

c. Attitudes

3. Responsibilities to yourself:

a. Make the most of the opportunity to gain experience and information that will help you become a more competent worker.

b. Take advantage of the knowledge and experience of your employer, coordinator, and teachers.

J. Classroom Activity

1. General-related information

a. Learn desirable personal and social traits.

b. Methods of presentation of group discussion vary from lecture to group discussion, panel discussions, problem solving, and other teaching methods.

2. Specific-related information

a. Student's guides are based on reference textbooks containing the technical information.

b. Student's manuals are self-contained.

3. Parts of an assignment in student's manual (Transparency 1-3).

a. Objectives let you know what you should look for in the assignment.

b. Technical information should be read after reading the objectives. Pay attention to all illustrations, charts, and diagrams included in the technical information.

c. The exercise guides you through the information, causing you to put the technical information to use. Answer the questions in complete sentences.

d. The test is a short quiz based on the objectives stated at the beginning of the assignment. These tests may be taken at the completion of each assignment or grouped together to form a unit test.

III. Other Vocational Programs

A. Marketing and Distributive Education

1. These occupations include buying, selling, transporting, financing, insuring, and promotional activities when (1) distributing the produsts and service of farm and industry to consumers, retailers, wholesalers, and others; or (2) managing, operating, or conducting retail, wholesale, or service businesses.

2. Types of programs available are cooperative part-time training (general and specialized), pre-employment laboratory training, and combination of pre-employment laboratory and cooperative part-time training.

3. Leadership is taught in the Distributive Education Clubs of America(DECA).

B. Vocational Health Occupations Education

1. This program is designed so that the student will achieve two goals: (1) the attainment of sufficient information, observation,

and practical experience in the range of health occupations to make an informed choice about further commitment toward a health-related career; and (2) the attainment of knowledge and skills necessary for entry-level employment in at least one of the many occupations related to care of patients, prevention of illness, and maintenance of health.

2. Types of programs available are cooperative education, combination health-care science and cooperative education, and pre-employment laboratory education.
3. Leadership is taught in the Texas Association of Health Occupations Students (TAHOS).

C. Vocational Office Education

1. This program is designed to prepare students to enter gainful wage-earning employment in an office occupation.
2. Types of programs available are cooperative part-time training, pre-employment laboratory training, combination two-year program, and combination three-year program.
3. Students learn leadership in the Office Education Association of Texas.

D. Vocational Agricultural Education

1. This program is designed to (1) provide the knowledge and skills needed by high school students interested in farming or ranching, or (2) prepare students for employment in agricultural occupations.
2. Types of programs available are production agriculture, cooperative part-time training in agriculture, and pre-employment laboratory.
3. Leadership is taught in the Furture Farmers of America (FFA).

E. Vocational Homemaking Education

1. This program is designed to prepare students for the occupation of homemaking or combining the roles of homemaker and wage earner.
2. Types of programs available are homemaking (useful), home economics cooperative education home economics pre-employment laboratory education, home economics coordinated vocational-academic education, and home economics vocational education for the handicapped.
3. Leadership is taught in the Future Homemakers of America (FHA).

UNIT II

SAFETY

Terminal Objective

After completion of this unit the student should know that:

1. Safe work habits are developed by a constant awareness and need for safe practices.
2. Cleanliness and good housekeeping habits promote safe working conditions.
3. Safety is a constant need and can never be forgotten or neglected.
4. A set of safety rules accompanies each job or task performed.
5. You are responsible for the safety of your co-worker as well as your own.
6. You are responsible for reporting all unsafe conditions, tools, or equipment.
7. You are responsible for correcting any unsafe condition that you are authorized to correct or are capable of correcting.
8. All safety rules and procedures are designed to protect you -- not restrict you.
9. Every occupation and place of employment has certain potential safety hazards.
10. All accidents are irreversible -- that is, once they happen, they cannot be undone, and the results can be permanent.
11. All accidents are preventable.

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Specific Objectives

The student will be able to:

1. Discuss how attitude is related to safety.
2. Explain what human factors may influence unsafe actions that cause accidents and injuries.
3. Give the reasons for becomming safety conscious.
4. Give the importance of wearing proper clothing while working around machinery with moving parts.
5. Discuss the use of hard hats on jobs where there may be falling objects.
6. Explain why gloves and hard-toed shoes should be worn when handling heavy materials or equipment.
7. Give the reasons for wearing goggles or shields in industry .
8. Discuss the use of ear protectors in noisy jobs.
9. Discuss the use of respirators on jobs where dust or vapors are a hazard.
10. Discuss falls and how to prevent them .
11. Give the various injuries that may result from falling objects and how to prevent them .
12. Discuss the proper way to hand-lift heavy objects.
13. Give the safety procedures for operating mechanically powered lifting equipment.
14. Discuss precautions to take when handling wood materials.
15. Explain how to avoid being injured by metal materials.
16. Discuss general safety measures to take when using hand tools.
17. Give general safety rules for using portable power tools.

18. Discuss general safety measures for using stationary power equipment.
19. Explain the dangers of working around asbestos and other fibrous materials.
20. Discuss safety precautions for working around products containing lead.
21. Give the precautions that must be taken while using acids and caustic materials.
22. Discuss how to protect themselves then using paint, cleaners, and epoxy.
23. Name electrical hazards that may exist at most work stations.
24. Discuss general rules that should be followed by an electrician.
25. List the elements that must exist before a fire can start.
26. Discuss precautions that help prevent fires.
27. Give the steps to follow in the event of a fire.
28. Discuss types of fire extinguishers and when they are used.
29. Give the basic rules for emergency treatment.
30. Describe the steps to take if an injury causes suspected fractures.
31. Discuss wounds and abrasions.
32. Discuss the steps in using the mouth-to-mouth method to revive a person.
33. Discuss what materials should be on hand for minor first-aid treatment.
34. Discuss the motives behind driving and why drivers differ.
35. Recognize and list the various types of bad-risk drivers.
36. Explain the relationships between automobile upkeep and safety.
37. Give safety precautions to observe around stairs, platforms, porches, and steps in the home.
38. Discuss dangers that exist in baths and around swimming pools.
39. Discuss precautions to take in hobby and recreational areas.

References:

1. ICC-2, Safety, University of Texas at Austin, 1980.

2. The ABC's of On-the-Job Safety. Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, MA 01301.

3. Accident Prevention Manual. American Technical Society, 5608 Stony Island Avenue, Chicago, IL 60637.

4. Safety Handbook for ICT. Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712.

5. Health and Safety. National Education Association, 1201 16th Street, N.W., Washington, DC 20036.

6. Maintenance and Safety. U.S. Department of Labor, Bureau of Labor Standards, Washington, DC 20036.

7. Occupational Health Hazards. U.S. Department of Labor, Bureau of Labor Standards, Washington, DC 20036.

8. Occupational Safety and Health Act: Rules and Regulations. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

9. Safety Education. American Technical Society, 5608 Stony Island Avenue, Chicago, IL 60637.

10. Safety Guide: Industrial Education. Division of Vocational Education, State Department of Education, Santa Fe, NM 87503.

11. Safety: Machines and Power Tools. DCA Educational Products, Inc.

12. Shop Safety. Westinghouse Learning Corporation, 100 Park Avenue, New York, NY 10017.

Instructional Materials

1. Chalkboard, chalk, and eraser
2. Overhead projector
3. Student's Manual, Unit 2, "Safety"
4. Test for Unit 2
5. Handout #1: "Words to Learn"
6. Learning Activity 1: "Identifying the Most Important Elements in an Accident Control Program"
7. Learning Activity 2: "Protective Devices"
8. Learning Activity 3: "Safety Rules for Tools"
9. Learning Activity 4: "Hazardous Substances"
10. Learning Activity 5: "Fire Prevention"

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/ explain as necessary)
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. Attitudes toward Safety

A. Causes of accidents

1. Accidents are caused by either an unsafe act or an unsafe condition. (Transparency 2-1)

2. Your attitude affects both factors.

B. Human factors affecting safety

1. Emotional tensions -- such as anger, worry, and fear -- may cause serious injuries.

2. Illness, fatigue, and carelessness can cause accidents.

II. Personal Protection (Transparency 2-2)

A. Proper clothing

1. Loose clothing is a hazard.

2. Remove all jewelry before working around machinery, electrical equipment, or rotating parts.

B. Hard hats

1. Wear hard hats to prevent serious accidents from falling objects.

2. Metal hats are better than composition hats, except when working around electricity.

C. Shoes

1. Wear hard-toed shoes when you have to handle heavy materials or equipmetn.

2. If floors are slippery, wear nonskid soles.

D. Goggles

1. Eye injuries usually result from a lack of precaution.

2. Goggles protect the eyes from flying particles and injurious liquids.

3. Goggles may be uncomfortable at first, but they are worth the trouble.

E. Shields

1. A shield keeps flying particles and sparks from getting to your face.
2. Some shields are darkened to prevent eye damage from intense light rays during welding.
3. Sometimes, darkened goggles are worn beneath the shield.

F. Ear protection

1. Take steps to prevent hearing loss because you could be losing your hearing and not know it.
2. Excessively loud noise can cause permanent hearing loss.
3. Earmuffs and earplugs may be worn, but be sure they meet federal standards.

G. Gloves

1. Wear canvas gloves for light handling jobs, but leather gloves where sparks or molten metal is present.
2. Asbestos gloves protect against excessive heat.
3. Wear rubber gloves when working with live wires or when handling acids or other dangerous liquids.

H. Respirators

1. Working in a dusty atmosphere or around paint fumes can be dangerous.
2. Wear a respirator -- a mask that fits over the nose and mouth -- for protection.

III. Falls and Falling Objects (Transparency 2-3)

A. Falls are responsible for a great many accidents in industry.

1. Floors

a. Keep all areas and passageways clean.

b. Keep areas free of lines, hoses, spills, and scraps.

2. Ladders, scaffolds, and stairs

a. Falls from high places may cause serious injuries.

b. Ladders must be in good condition and inspected regularly.

c. A ladder should be correctly positioned against a wall.

d. Always face the ladder when climbing up or down, and use both hands.

e. Maintain scaffolds in good condition, and do not disturb while in use.

B. Falling objects

1. See that all tools and materials are secured at the working level.

2. Workers at lower levels must wear hard hats.

3. Do not store material against the supports of a structure.

IV. Handling Materials

A. Lifting

1. Before lifting a load by hand, consider its weight, size, and shape, and your ability to handle it. Get help if necessary.

2. Follow the nine steps given for proper lifting. In particular, use the legs, not the back, to lift.

3. Hoists can lift very heavy loads, saving much time.

4. Be sure to follow the rules for the particular types of hoist being used.

5. Jacks are used to lift vehicles or other heavy objects that must be repaired in place. Keep the load stable, and block the vehicle.

B. Handling wood

1. Wear gloves to prevent injury from splinters and cuts.

2. When stacking wood materials, be careful not to get the hands and fingers pinched.

C. Handling metal

1. Wear gloves when handling sheet metal to prevent serious cuts.
2. Cuts can also occur from burrs in the metal.

V. Tools and Equipment (Transparency 2-4)

A. Hard-tool safety

1. All cutting and marking should be done away from the body.
2. Tools with sharp edges or points should never be left exposed when not in use. Don't carry pointed tools in your pocket.
3. Never place your hand behind the drilling area.
4. Use the proper tool for the job.

B. Portable power tools

1. Wear goggles or shield when using portable tools.
2. Power tools should be ground, and all parts tightened.

C. Stationary power equipment

1. Always use guards, follow all individual safety rules, and use personal protective devices.
2. All parts must be tightened securely.

VI. Toxic and Hazardous Materials (Transparency 2-5)

A. Asbestos and other fibers

1. You must wear protective equipment, which includes special clothing, head covering, gloves, foot covering, and respirators.
2. Clean up before eating, and at the end of the day.
3. Also dangerous are spun-glass fibers used in insulation and steel wool.

B. Lead

1. Lead poisoning results from breathing in or swallowing lead dust or fumes.
2. Ventilation must be adequate, and workers should wear respirators.
3. Wash hands before eating, and never eat in the work area.

C. Acids and caustic materials

1. Wear protective equipment -- goggles, rubber gloves, and rubber aprons.
2. Use special handling devices to transport them.

D. Paint and cleaner fumes

1. These vapors may cause both temporary and long-term illness, and they are hazardous because of the danger of fire and explosion.
2. Wear a respirator, and be sure the ventilation is good.
3. Always close containers when they are not in use.
4. Do not use paints and cleaners around sparking electrical equipment or gas pilots.

E. Epoxy

1. Use ventilated hoods when vapors or dust are present.
2. Wear respirators, gloves, and other protective clothing.
3. Use disposable paper towels instead of rags when wiping.
4. Avoid spilling this material, and keep it away from open flames.

VII. Electricity (Transparency 2-6)

A. General electrical hazards

1. Never use any equipment that produces slight shock.
2. Never wear metal jewelry when working around electricity.
3. Do not touch or move electrical wires lying on the ground.
4. See that all equipment is grounded, and never, never stand in water or on a damp floor when using electrical equipment.
5. Check all electrical cords for breaks, and never use old electrical cords.
6. Repair or adjust electrical equipment only if it is part of your job.

B. Working with electricity

1. Be very sure of every step you take, and recheck every operation.
2. Always abide by the National Electrical Code and local regulations.
3. Always work one side of a circuit at a time.
4. Before working on electrical equipment or circuits, be sure the power is off.
5. Always wear rubber-soled shoes, stand on a rubber mat or dry board, and work as if the wires contained electricity.

VIII. Fire Hazards

A. Elements of a fire

1. Three elements are needed for a fire to start -- fuel, heat and oxygen. To stop a fire, you must eliminate one of these elements.
2. Wood, trash, paper, chemicals, cotton, and flammable liquids can all serve as fuel.
3. Dispose of all combustible waste and rubbish. Place oil-soaked rags in safe containers.
4. Remember that flammable liquids have a low "flash point." That is, they will ignite faster and at lower temperatures. Never store them in glass containers.
5. Friction is a leading cause of industrial fires. To prevent it, regularly maintain, lubricate, and inspect all mechanical equipment.

B. In the event of a fire

1. Plan for a fire by knowing where the exits are, and see that they are not blocked.
2. If a fire breaks out, stay calm and do not run. Do not reenter the building.
3. Smoke is the worst enemy. If you are caught in smoke, get down and crawl; take small breaths.

4. Stay out of elevators in a burning building. Find a window, if possible, and signal for help.

C. Types of fires and fire extinguishers

1. The three classes of fires are Class A, Class B, and Class C.
2. You must use the correct type of fire extinguisher for the class of fire. It could be fatal to use the wrong type.

IX. First Aid (Transparency 2-7)

A. Basic emergency treatment rules

1. In an emergency, stay calm and don't panic.
2. Do not move the injured person unless other dangers are present.
3. Send for a doctor, and for police, fire department, or ambulance if needed.

B. First-aid materials

1. Keep a few supplies on hand.
2. Keep emergency numbers next to the telephone.

C. Suspected fractures

1. Call an ambulance immediately. Keep the person lying flat, turn the head to the side, and be sure the tongue is not blocking breathing.
2. If necessary, give treatment for shock -- keep the person warm and still, with the head lower than the body if possible.
3. Don't attempt to "set" a bone. If the skin is broken, apply a sterile dry dressing with pressure.
4. Control bleeding by applying pressure at the point of the wound.

D. Wounds and abrasions

1. For minor wounds, cleanse the area with soap and water, using sterile cotton or gauze, then rinse with clear water, pat dry, and apply sterile dressing.

2. For severe wounds, control bleeding by applying pressure through a gauze pad.

3. For severe, uncontrolled bleeding, apply pressure at the nearest pressure point between the wound and the heart. Press tightly with the thumb on the proper point. (Transparency 2-8)

E. Mouth-to-mouth breathing

1. Clear the mouth of foreign matter and obstructions, and tilt the head back, jaw up. Be sure the air passage is clear.

2. Place your mouth over the victim's mouth, and pinch victim's nose shut.

3. Blow air into victim's lungs until the chest rises. Remove your mouth to allow victim to exhale. Recheck for clear air passage if chest does not rise.

4. Keep blowing air into lungs (about 12 times a minute for adults, 20 times for children) until victim revives. Keep trying.

X. Driving Safety

A. Each driver reacts differently to situations.

1. Drivers have different abilities, habits, and attitudes.

2. Good drivers develop safe driving habits.

B. Some drivers are accident-prone; other drivers are bad-risk types.

1. The egotist is a self-centered driver who does not consider the rights of others on the highway.

2. The show-off takes risks to attract attention.

3. Emotionally uncontrolled drivers are dangerous because they lose their temper and judgment under stress.

C. Driving under the influence of alcohol is a factor in at least 50 percent of fatal motor vehicle accidents.

1. Alcohol affects muscular coordination and timing.
2. Vision is affected by the use of alcohol.

D. Drug use is the cause of a great many automobile accidents.
1. Both stimulants and sedative drugs are dangerous to a driver.
2. A vehicle is too complex to operate when senses are dulled.

E. Auto safety checks
1. Faulty vehicles cause a great many accidents.
2. Complete auto safety checks should be made periodically.

F. Driving hazards
1. Extra care must be taken when the driver is passing other vehicles.
2. Wet and icy road conditions cause extreme hazardous situations to develop.

G. Accidents
1. When an accident occurs and there are injuries, call an ambulance.
2. Exercise emotional control at an accident site.

XI. Home and Recreation Safety

A. Step, stair, and platform falls may be prevented by keeping the surfaces clean and the structures in good repair.

B. Safety precautions must be taken in baths and swimming pool areas.

C. Accidents may be prevented in hobby areas by checking electrical equipment and having proper ventilation when sprays and solvents are used.

D. Overexertion, strains, and falls may occur during recreational activities unless a person is careful.

E. Care must be taken with gasoline and electrical equipment while working in a yard.

UNIT III

VICA

Terminal Objective

After completion of this unit the student should know:

1. Why VICA was formed and generally what it does.
2. A few details from the history of VICA.
3. The motto, the pledge, and creed.
4. The symbolism of the VICA colors and emblem components.
5. The importance of the levels in VICA's structure.
6. VICA activities, and to make plans to take part in them.

Specific Objectives

The student will be able to:

1. Tell what the letters V-I-C-A stand for.
2. Tell briefly what VICA does.
3. Tell how old VICA is, and how it got started.
4. Give two ideas related to VICA's motto of "Preparing for leadership in the world of work".
5. Recite the VICA pledge.
6. List six things the VICA creed says a member believes in.
7. Tell what each color of the VICA emblem represents.
8. List the five basic parts of the VICA emblem, and tell what each one represents.
9. Tell the main benefit of belonging to local, state, and national VICA organizations.

10. List five types of activities, based on purposes they meet, and give examples.
11. List the four types of activities at the district, state, and national levels, based on what is done.
12. Give the three types of competitive events held at the national U.S. Skill Olympics.
13. Tell three things a house of delegates can do.
14. Tell what the letters V-I-C-A-P stand for.
15. Tell three things VICAP offers a VICA member.
16. Tell the first two degrees in VICAP.
17. Tell what must be done to earn the American VICA Degree.
18. Tell briefly how and when the International Industrial Degree can be earned.
19. Locate information in official publications that will help in becoming and serving as an officer, a delegate, or a competitor at a VICA meet.
20. Work in a group to find information, and use it to make plans.
21. Make decisions after considering the pros and cons of a situation.

References:

1. ICC-3, VICA, University of Texas at Austin, 1980.
2. Leadership Handbook, Vocational Industrial Clubs of America, Inc., 105 North Virginia Avenue, Falls Church, VA 22046. (latest edition)
3. Achievement Program Guide, Vocational Industrial Clubs of America, Inc., 105 North Virginia Avenue, Falls Church, VA 22046.(latest edition)
4. VICA U.S. Skill Olympics Regulations, Vocational Industrial Clubs of America, Inc., 105 North Virginia Avenue, Falls Church, VA 22046. (latest edition)

Instructional Materials

1. Official VICA emblems, and VICAP insignia, available from Vocational Clubs of America, 105 North Virginia Avenue, Falls Church, VA 22046.
2. Second-year members, former members, or members from other chapters who can tell about their firsthand experiences in VICA meetings and activities.
3. Chalkboard and chalk; or newsprint and felt-tip markers.
4. Chapter scrapbooks or collections of awards won in VICA competition.
5. Association magazines.

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/ explain as necessary)
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. What VICA Stand For -- and Does

   A. V-I-C-A stands for the Vocational Industrial Clubs of America.

   B. VICA is the only national organization for vocational industrial students. It serves students in trade, industrial, technical,

and health education courses.

C. VICA's motto is "Preparing for leadership in the world of work." Members have a rewarding and good time doing that preparing.

D. VICA does this:

1. Brings together students with common interests.
2. Gives them more chances to develop as leaders.
3. Offers competition and recognition at several levels.
4. Offers events and publications that help prepare members.
5. Lets general public and opinion leaders of the community know about vocational programs.

II. A Short History of VICA

A. VICA was founded in 1965.

B. Local clubs and even state associations for vocational industrial education have been around 35 years or more.

C. In 1960, a survey showed 29,836 students held memberships in 799 vocational clubs in 18 states. The idea of welding them together into a national organization seemed timely.

D. Vocational educators held a series of meetings to set up VICA. The Future Farmers of America, American Vocational Association, and others helped VICA get started. VICA has had great help since from others.

E. The first national meeting was May 6-8, 1965, at Nashville, Tennesse, with 200 present. At that meeting the constitution was adopted.

F. More of VICA's history with names, is in the VICA Leadership Handbook.

G. Local chapters and state associations also have their own histories, which could be interesting to look up or hear about.

III. The Ideas and Ideals of VICA

A. VICA's central idea is in its motto, "Preparing for leadership in the world of work."

B. This leads to two other ideas:

1. VICA members are preparing for leadership in their occupations.

2. VICA members are preparing for leadership in their schools, communities, state, and nation.

C. The VICA pledge helps VICA members work toward their goals. It should be memorized. It is:

"Upon my honor I pledge - To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers... To base my expectations of reward upon the solid foundation of service...To honor and respect my vocation in such a way as to bring repute to myself...And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America."

D. The VICA creed also says what members believe in:

The dignity of work...The American way of life...education... Fair play.. The fact that satisfaction is achieved by good work...High moral and spiritual standards.

E. VICA's emblem has symbolic colors and symbolic parts.

1. Colors represent: red and white, the individual states and clubs; blue, the common union of the states and of the clubs; gold, the individual, the most important part of the organization.

2. The parts of the VICA emblem represent: shield, patriotism; torch, knowledge; orbital circles, technology; gear, the industrial society; hands, youth.

F. The emblem ceremony is a meaningful part of any VICA meeting. Officers explain each symbol and what it means.

G. The motto, pledge, creed, and symbols all lead to action. Members practice what they preach.

IV. The Structure of VICA

A. VICA has the word "Clubs," plural, in its title because it is made up of clubs. Each club is a part of the national association, through a state organization chartered by National VICA. A state organization may have districts.

B. A member can benefit from taking part in activities at all levels. Each level has its own officers, constitution, bylaws, and business meetings.

C. But you need to learn something about how each level works to take part intellignetly.

D. National VICA's Leadership Handbook is a good place to begin learning about VICA's structure.

E. State associations also have books about themselves.

F. A local chapter may have something, like a copy of its constitution.

V. The Activities of VICA

A. Activities can be classed by the group size--local club, district, state, and national activities.

B. Activities can be classed by their purpose, or goals--civic, social, professional, promotional, and organizational.

C. Local activities are best classed by purpose.

1. Civic activities serve other members of the school or community.
2. Social activities get people together to enjoy being together.
3. Professional and educational activities help VICA members prepare for their occupations.
4. Promotional activities tell other people about VICA, your chapter, and vocational education.

5. Organizational activities are done to make the other activities possible. These include organizing a club, holding meetings, planning other activities, and raising funds.

D. District, state, and national activities are closely related. A member may go from one to the next.

1. Activities at this level are divided by what is done:
   a. Contests on job abilities.
   b. Contests on leadership abilities.
   c. Business meetings of delegates.
   d. Leadership development meetings.
2. The U.S. Skill Olympics is the best-known VICA activity. In it members demonstrate for the public their leadership and job skills. They get recognition and awards similar to the international sports Olympics. Among the awards are medallions in gold, silver, and bronze.
   a. Competitive events in the U.S. Skill Olympics are:
      (1) Leadership development contests in club business procedure, display, extemporaneous speaking, job interview, opening and closing ceremonies, outstanding club, prepared speech, and safety.
      (2) Health occupations skill speed contests.
      (3) Trade and industrial skill speed contests.
   b. The contests above are held at district, state, and national meetings. Guidelines are the same, to give contestants experience and so they'll know what to expect.
   c. District and state meetings may make awards for other competition, as for scholarship, member notebook exhibits, club and community work, and student-selected job exhibits.

3. Delegate business meetings are part of national and state meetings.

   a. Delegates can:

      (1) Elect officers for their level, state or national.

      (2) Act on business matters.

      (3) Amend their association's constitution and bylaws.

   b. State house of delegates members represent active chapters.

   c. National House of Delegates members represent state associations.

4. Leadership development meetings are held by chapter, district, state, and national, to train officers.

   a. New state officers and national officers go to the Annual Washing (D.C.) Youth Leadership Conference.

   b. New state officers and district officers may go to a similar event.

   c. District officers may train chapter officers.

   d. Officer training includes practice in applying new ideas.

V. What VICAP Stands For

A. VICAP stands for Vocational Initiative and Club Achievement Program. The job side of this program is Vocational Initiative. The words "Club Achievement" point to the need for developing as a citizen and a leader.

1. VICAP offers:

   a. Practical activities and requirements that lead to personal growth.

   b. Recognition at several points as progress is made.

   c. Contact with leaders in business, industry, education.

2. The four degrees are the VICA Leader Degree, VICA Industrial Degree, American VICA Degree, and International Industrial Degree.
3. Tasks leading to these degrees are practical and help develop useful abilities.
4. VICA Leader Degree has four steps and a review examination.
   a. Voice classification--Citizen rank--red bar insignia.
   b. Inter-community Classification--Committeeman rank--red and white bars.
   c. Civic classification--Leader rank--red, white, and blue bars.
   d. Advance Classification--Patriot rank--white star on gold bar.
5. VICA Industrial Degree has four steps and a review examination.
   a. Vocational Classification--Trainee rank--hand insignia.
   b. Industrial Classification--Operator rank--gear insignia.
   c. Career Classification--Specialist rank--orbital circles insignia.
   d. Advance Classification--Expert rank--torch insignia.
6. American VICA Degree is the highest degree that can be earned while in school.
   a. First you have to hold both the Leader Degree and the Industrial Degree. Then you have to pass a review examination.
   b. The insignia for this degree includes the VICA emblem and an eagle.
7. International Industrial Degree is earned only after you get

a job and have met requirements for leadership in your vocation, on the job, and in the community. Insignia is a VICA emblem over an eagle over a globe.

8. VICAP degrees represent individual and group effort. A VICAP program requires cooperation of an advisory committee, chapter members, and chapter advisor.
9. Information on how to set up and operate a VICAP program is available from National headquarters, in their Leadership Handbook and Achievement Program Guide.

UNIT IV

ETHICAL PRACTICES AND LAWS

Teaching time for this unit: 5 hours

Terminal Objective

After completion of this unit the student should know that:

1. Ehtics are the moral standards of behavior that an employee is expected to practice in the business operation
2. A business practice may be legally right but ethically wrong
3. An employee's ehtical dealings with the employer begin with giving the right information when the application is made
4. An employee has an ethical responsibility to give an honest day's work for a day's wage
5. An employee has an ethical responsibility regarding the private use of the employer's tools and equipment
6. An employee has an ethical responsibility to be discreet about company business practices
7. An employee has an ethical responsibility to customers-to be fair and unbiased in dealing with them in the matter of warranties and guarantees, in pricing, and in hauling legitimate complaints
8. An employee has an ethical responsibility toward co-workers-respecting their rights and treating them fairly
9. An employee has an ethical responsibility toward the community, remembering that his or her conduct reflects on the school, program, and place of employment

Specific Objectives

The student will be able to:

1. Define ethics as they affect their employment

2. State the differences between ethical and legal responsibilities
3. Give examples of opportunities for them to deal ethically with their employer, customers, co-workers, and community
4. Give at least two examples each of local, state, and federal laws that affect their training station or place of employment
5. Deal with and apply ethical practices on the job

References:

A. ICC-4, Ethical Practices and Laws; U.T. at Austin, TX. 1980

B. Neff, Mary V., and Domer, Marilyn A. Exploring Your Values, 1973. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.

Instructional Materials

1. Chalkboard, chalk, eraser
2. Student's Manual, Unit 4, "Ethical Practices and Laws"
3. Test for Unit 4
4. Handout #1: "Words to Learn"
5. Learning Activity 1: "A Code of Ethics"
6. Learning Activity 2: "Policies of the Training Station"
7. Learning Activity 3: "Legal Requirements of Your Job"

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary)
2. Discuss major points related to the specific objectives.
3. Take notes on new material
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.

8. Review and critique assignment errors and file in ICT handbook.

Outline

I. What Are Ethics?

A. Ethics are standards of conduct and behavior that society expects of individuals

B. A business is also expected to operate within a set of ethics, which apply to its employees as well

1. Ethics are the moral rights and wrongs of human relations
2. An act may be legally right but morally wrong
3. Customers judge a business according to its ethical practices

C. An employee has an ethical responsibility to the employer

1. How one applies for a job is the first display of ehtical responsibility
2. An employee has an ethical responsibility to give an honest accounting of time, tools, and equipment owned by the employer
3. An employee has an ethical responsibility to abide by and uphold company policies and rules
4. An employee has an ethical responsibility to keep company business confidential
5. An employee has an ethical responsibility not to engage in gossip and talebearing

D. An employee has an ethical responsibility to customers

1. Deal fairly with customers, especially in upholding policies and giving equal prices
2. Explain warranties and guarantees, especially as they effect labor and equipment

3. Aviod making unkind comments about competitors or competing products; stress the positive points of your products and services rather than the negative points of your competitor's
4. Don't make promises or appointments you may not be able to keep
5. Handle customer complaints courteously and promptly

E. An employee has an ethical responsibility to co-workers
1. Take a fair share of the workload and of the blame when things go wrong
2. Be honest with work time, especially lunch hours and rest breaks
3. Avoid discussing your wages with co-workers
4. Practical jokes and horseplay are both dangerous and disruptive
5. Do good work that all can be proud of

F. An employee has an ehtical responsibility to the community
1. A student's behavior reflects on his or her school and vocational program; actions away from school are as important as those at school
2. How you drive a company vehicle reflects on the company, so drive responsibly and courteously
3. A company uniform advertises the company as well as the person wearing it
4. An employee should support the company at all times, especially in public

II. Your Legal Responsibilities

A. Local laws and ordinances regulate business operations
1. Certain permits, licenses, and fees may be required
2. A business operation must meet the zoning standards of the community
3. Some communities have a sales tax that must be collected on sales

4. An employee should have the proper license to operate a vehicle, machinery, or equipment, or practice a trade

B. An employee should know the state laws that govern business operations

1. States have child-labor laws that affect the working hours and conditions of persons under 18 years of age
2. States require that operators of motor vehicles and certain kinds of special machinery or equipment have the right license and permit
3. States require the collecting of certain kinds of taxes, especially products and services

C. An employee should know the federal laws that govern business operations

1. An employer is required to withhold certain federal taxes from salaries and wages, namely income taxes and social security taxes
2. Certain businesses and their employees must comply with federal Food and Drug Administration regulations
3. Certain businesses and their employees must abide by OSHA standards for safe working conditions
4. Certain businesses and their employees must practice safe handling, storage, and use of hazardous and toxic materials
5. Neither businesses nor employees may conspire to limit competition or fix prices
6. Federal laws govern the operation of labor unions and its members within a business
7. Any business and its employees have rules that apply when that business is engaged in interstate commerce

8. Certain businesses have labeling standards that apply to certain kinds of materials, especially bedding, furniture, foods, chemicals, etc.

UNIT V

HUMAN RELATIONS

Terminal Objective

After completion of this unit the student should know that:

1. Human relations are an integral part of industrial education
2. Various conditions and situations cause people to react in certain ways
3. A person must have certain traits if they are to attain a desirable personality
4. Self-analysis allows a person to begin self-improvement
5. A dependable, responsible individual establishes credibility with other people
6. A job is affected by the types of attitudes that are displayed
7. Leisure time activities improve productivity
8. Cooperation between employees and supervisors is necessary for a good working atmosphere
9. Good human relations affect production, morale, and promotions

Specific Objectives

The student will be able to:

1. Tell why good human relations on the job are necessary
2. Discuss how you can learn to know yourself
3. Name various desirable personality traits
4. Tell how to establish credibility with others
5. Explain the wider meaning of honesty

6. Tell whay social maturity involves
7. Discuss desirable habits that should be formed on the job
8. Explain the function of leisure time
9. Discuss what supervisors expect and how employees can cooperate with them
10. Tell what is the chief cause for job dismissal
11. Explain how to give instructions properly
12. Tell how good human relations affect promotions
13. Give guidelines to follow in making self-improvement

References:

1. ICC-5, Human Relations, University of Texas at Austin, Texas, 1980.
2. Chapman, Elwood N. Your Attitude is Showing. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611. Available from the Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712.
3. Gooch, Bill G.; Carrier, Lois; and Huck, John. Work: Pathway to Independence. American Technical Society, 5608 Stony Island Avenue, Chicago, IL 60637.
4. Kimbrell, Grady, and Vineyard, Ben S. Succeeding in the World of Work. McKnight Publishing Co., P.O. Box 2854, Bloomington, IL 61701.
5. Menninger, William C. Growing Emotionally. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.
6. Menninger, William C. Understanding Yourself. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.
7. Sinick, Daniel, Your Personality and Your Job. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.
8. Worthy, James C. What Employer Want. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.

9. Wrenn, C. Gilbert. How to Increase Your Self-confidence. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.

Instructional Materials

1. Chalkboard, chalk, and eraser
2. Overhead projector and grease pencil
3. Student's Manual, Unit 5, "Human Relations:
4. Test for Unit 5
5. Handout #1: "Words to Learn"
6. Learning Activity 1: "Social Maturity"
7. Learning Activity 2: "Habits That Handicap"
8. Learning Activity 3: "Habits and Attitudes That Help"
9. Learning Activity 4: "Self-Improvement"

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/ explain as necessary)
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. Importance of Good Human Relations

A. Success in any job depends on your ability to get along with others.

B. The way you relate to others is your human relations philosophy put into action.

II. Knowing Yourself

A. You must understand yourself in order to have good human relations with others.

B. Look at the qualities you have and the ones that may need improvement.

III. Desirable Personality Traits

A. Your life, interests, and ambitions largely determine your personality.

B. Personality is the outward expression of inner qualities.

C. You can shape your personality by observing the personalities of people you admire.

IV. Credibility with Others

A. Credibility is established by being discreet, dependable, and responsible.

B. Complete every assignment, and you gain credibility.

V. Determining Your Values

A. Honesty means honorable dealing, or no cheating or deceiving of anyone.

B. A code of honesty is a system of rules and principles of conduct.

C. Everyone has standards as to what is honest or dishonest.

VI. Social Maturity

A. Socially mature people are measured by their independence and self-sufficiency.

B. They make their own decisions and assume responsibility for the consequences.

C. They know how to get along with others.

D. They judge other people on their own merits.

VII. Character Development

A. Character is essential to success.

B. The development of character is a lifelong process.

C. Loyalty to friends, co-workers, family, school, employer, and community is one important character trait.

VIII. Habits That Handicap

A. Bad habits and attitudes may offend or antagonize other people.

B. Some bad habits can cause dismissal from a job.

IX. Habits and Attitudes That Help

A. Your supervisor, co-workers, and friends appreciate such habits as dependability, punctuality, enthusiasm, and cooperation.

B. Correct job habits may be learned from a supervisor or experienced co-worker. Develop a willingness to learn and an ability to follow instructions.

C. Constant repetition forms patterns that become habits.

D. Habits are formed more easily if you are interested in acquiring them.

X. Human Relations and Leisure

A. Proper leisure time relaxes the worker so that work can be done more efficiently and productively.

B. Breaktime also allows workers to become acquainted on a more friendly basis.

XI. Human Relations with Your Supervisor

A. Experience cannot substitute for such characteristics as honesty, the ability to work with and get along with others, resourcefulness, and initiative.

B. Supervisors also need support and understanding from their workers.

C. Supervisors make many decisions from facts and information that you do not possess.

D. You should never bypass or go "over the head" of your supervisor. Discuss problems with the supervisor first.

XII. Human Relations with Your Co-Workers

A. The chief cause for job dismissal is not being able to get along with other people.

B. Listening to experienced workers shows that you respect their abilities.

C. Co-workers appreciate your understanding of their problems.

D. Gossip is one of the greatest wreckers of morale and productivity.

E. Your tolerance of other people's faults will place you in high regard from co-workers.

XIII. Giving and Receiving Instructions

A. Many problems occur through the lack of understandable communication.

B. Those giving instructions should give them simply and check to see if they are understood.

C. Those receiving instructions should give their complete attention to the instructor, and listen to what is being said.

XIV. Human Relations and Promotions

A. Human relations play an important part in how fast you will receive promotions.

B. Your attitudes and abilities will appear on periodic evaluation sheets.

C. Your leadership qualities are reflected in the way you react with other people.

XV. Self-Improvement

A. You can improve yourself by watching others display human relations.

B. There are many good books and courses on human relations that you can study.

C. You should never stop making efforts to improve yourself.

UNIT VI

PARLIAMENTARY PROCEDURE

Terminal Objective

After completion of this unit the student should know that:

1. A complex society demands that a system for conducting business be developed that protects and aids the members of society as well as benefits society as a whole.
2. Our democratic society demands that each member have the same rights, even in the operation of clubs and professional organizations.
3. It is the right of the majority to rule.
4. The rights of the minority are protected by parlimentary procedure.
5. The rights of each person should be protected.
6. Everyone has a right to speak his/her opinion, but once the will of the majority has been determined, each person should support that will.

Specific Objectives

The student will be able to:

1. Know how to participate in parliamentary procedure as a member of the assembly.
2. Know how to conduct a meeting, abiding by the principles of parliamentary procedure.
3. Explain why parliamentary procedure is required in conducting business in any organization.
4. Give the correct way to introduce a motion.
5. Give the correct way to second a motion.

6. Explain why a presiding officer states a motion before it is debated.
7. Know the characteristics of a main motion.
8. Explain the rules governing debate.
9. Explain the purpose for each of the five methods of voting.
10. Explain how to amend a motion.
11. Explain the two degrees of amendments.
12. Give the reasons for referring a motion to a committe.
13. Explain the rights of the author of a motion to refer to a committee.
14. Explain the purpose of postponing to a definite time.
15. Explain the purpose of laying a motion on the table.
16. Give the characteristics of a motion to limit or extend debate.
17. Explain the purpose of the previous questions.
18. Give the characteristics of the previous question.
19. Explain the purpose of postponing indefinitely.
20. Give the characteristics of a motion to postpone indefinitely.
21. Give the characteristics of a request to withdraw a motion.
22. Name the person responsible for maintaining parliamentary procedure.
23. Give the characteristics of a parliamentary inquiry.
24. Give the characteristics of a point of order.
25. Give the characteristics of an appeal from the decision of the chair.
26. Give the characteristics of a division of the assembly.
27. Give the characteristics of a motion to take from the table.

28. Give the characteristics of a motion to reconsider.
29. Give the characteristics of a motion to recind.
30. Give the characteristics of a question of priviledge.
31. Give the characteristics of a motion to suspend the rules; and
32. Give the characteristics of a motion to adjourn.

References:

1. ICC-6, Parliamentary Procedures; University of Texas at Austin, Texas 1980.
2. Robert's Rules of Order, 1970. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Il 60025.
3. Parliamentary Guide; Henington Publishing Co., Wolfe City, Texas, 1969.

Instructional Materials

1. Overhead Projector, grease pencil.
2. Speaker's stand and gavel.
3. Transparencies 6-1 through 6-15.
4. Student's Manual, Unit 6, "Parliamentary Procedure".
5. Test for Unit 6.
6. Handout #1: glossary of Terms.

Student Activities

1. Read aloud in class the ICC information Sheet. (Instructor to correct/explain as necessary).
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, Spell, explain key words and terms.
5. Complete learning activity handouts related.

6. View and discuss diagrams, charts and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. Fundamentals of Parliamentary Procedure

A. Need for Parliamentary Rules

1. As you mature, you will become more involved with occupational and civic organizations.
2. Organizations develop rules to protect and aid the whole membership while protecting the individual rights of the members.

B. Rights and Guarantees

1. Rules of parliamentary procedure are developed for the purpose of helping transact business in the most efficient and democratic manner while promoting harmony and cooperation among the members.
2. Parliamentary law guarantees the right of the majority to decide. This is to prevent a minority from defeating the will of the majority.
3. All members have equal rights, privileges, and obligations.
4. The rights of the minority are protected by parliamentary procedure. The minority today may be the majority tomorrow.
5. Parliamentary law guarantees that each question may be fully and completely discussed.
6. The simplest and most direct procedure for accomplishing the will of the majority should be used.
7. Under parliamentary law, motions have a definite and logical order of procedure.

8. Parliamentary law dictates that every member be informed at all times of the question on the floor and its effects if passed.

9. Parliamentary law requires that only one question be considered at one time.

10. Parliamentary law requires that the presiding officer be strictly impartial.

II. How to Introduce a Motion

(Have the students read the text, How to Introduce a Motion.", and complete the Summary of Motions" chart for main motions. Then summarize and review the characteristics of a main motion, using Transparency 6-1. Engage the class in Learning Activity 1.)

A. A Main Motion

1. Any new business must be introduced to the assembly through a main motion. It is the vehicle used to conduct business.

2. The proper way to introduce a motion is to say, "I move that..." The motion is made after recognition by the presiding officer when the floor is yielded.

3. The person introducing a motion should identify himself and make his motion, if possible, with no introductory remarks. He will have the right to be the first to discuss the motion after it is seconded and amended.

B. Seconding a Motion

1. As a general rule, every motion should be seconded.

2. A Person does not have to be recognized in order to second a motion.

3. After a motion has been made and seconded, no other motion is in order until the motion has been stated by the presiding officer.

4. Since a main motion is a vehicle for doing business, it must be capable of being changed until it conforms to the will of the majority.

III. How to Debate a Motion

A. Getting the Floor

1. The person who presented the motion has the right to speak first. The presenter may not speak against his motion but may vote against it.

2. A person wishing to speak should stand when the floor is yielded.

B. Keep to the Issue

1. No member may debate the question a second time until all who wish to speak have spoken once. No one should speak more than

2. The speaker should address the chair rather than other members.

3. Keep discussion on the issue at hand, not on individuals debating the issue.

4. State arguments clearly and precisely.

5. Keep the debate relevant to the question at hand.

C. President Should Maintain Impartiality

1. The chair should be vacated before the presiding officer is allowed to debate a question.

2. The presiding officer should notice when debate has run its course and stalls or becomes repetitious.

3. The presiding officer must allow time for discussion of a question before it is put to the question.

4. Before the question is put before the assembly, the presiding officer should restate the question.

(Summarize and review how to debate a question using Transparency 6-2. Then engage students in Learning Activity 2.)

IV. Methods of Voting

A. Voice Vote

1. Voice Voting is the most commonly used method to vote if a majority is required.
2. The presiding officer decides whether the yes or no vote carried and announces the decision. If the question is in doubt, another vote may be taken.

B. Rising Vote or Show of Hands

1. A rising vote is made by having the membership stand while they are counted.
2. A show of hands is made by raising the right hand.

C. Roll Call Vote

1. A roll call vote is called for by vote of the assembly or because the bylaws of the organization require it.
2. A roll call vote is taken by having each member answer in the affirmative or negative when his/her name is called.
3. The secretary records all affirmative, negative, and present votes.

D. Ballot Voting

1. The primary object of ballot voting is secrecy.
2. It is used when the question being voted on is of such a nature that some members might hesitate to voice their true sentiments in a public vote.

3. Ballot voting can be ordered by majority vote if it is not provided for in the bylaws.

E. General Consent

1. General consent is used to expedite business and questions of little importance.
2. If no one objects, the motion is passed by general consent. If one person objects, the motion must be voted on.

F. Announcing the Vote

1. After the vote is determined, the presiding officer first announces whether the motion passed or failed.
2. Second, the presiding officer should announce the effect of the vote.
3. Third, the presiding officer should announce what the next immediate pending business is.

G. Plurality and Majority

1. A plurality means that one person or issue received more votes than any other person or issue.
2. Unless approved in advance, a plurality never approves a motion nor elects a person to office.
3. A majority is one-half the vote plus one (or more). A tie Vote is lost.
4. The president usually votes only when the vote will change the results of the vote, for example, cast a negative vote to cause a tie, in which case the motion is lost, or cast

an affirmative vote when the vote is tied. The presiding officer cannot cast a negative vote when the vote is tied since the vote is already lost.

H. Null and Void

1. No motion is in order that conflicts with the laws of the nation or state or with the organization's constitution and bylaws.
2. Such a motion is null and void even if adopted by unanimous vote.

V. How to Alter Motions

(Have the students read "Amend," and complete the chart for "Amend." Then summarize and review the characteristics of how to amend, using Transparency 6-3. Engage the class in Learning Activity 3.)

A. Amend

1. Amendments are used to make an original motion conform to the Majority of the assembly.
2. Amendments can be made by -
   a. adding words at the beginning or at the end;
   b. inserting words;
   c. striking out words;
   d. striking out and inserting in the same place; and
   e. substituting another whole paragraph for one in the motion.

4. A second-degree amendment amends a first-degree. A second-degree amendment cannot be amended.
5. Only one amendment of each degree can be considered at a time.
6. An amendment must be relevant to the motion pending before the assembly.

B. Commit or Refer

(Have the students read "Refer to a Committee" and complete the chart for refer to committee. Then summarize and review the characteristics of refer to committee using Transparency 6-4. Engage the class in Learning Activity 4.)

Engage the class in Learning Activity 4.)

1. A motion may be referred to a committee for it to reword it and bring back to the assembly its recommended changes.
2. A motion may be referred to a committee in order to (1) conduct a more detailed investigation; (2) ensure privacy on delicate matters; or (3) allow a smaller group to conduct a more formal investigation.
3. A member who moves to refer to a committee may specify in his motion the details of the committee-the number of members, how the members are to be selected, who the chairperson is to be, and what the committee's authority will be.
4. If the member does not make the specifications, the presiding officer should do so immediately after the motion is passed.
5. The committee is automatically dissolved after it has accomplished its purpose.

VI How to Defer Action

A. Lay on the Table

(Have the students read "Lay on the Table", and complete the chart for lay on the table. Then summarize and review the characteristics of lay on the table, using Trnasparency 6-5. Engage the class in Learning Activity 5.)

1. The purpose of laying a motion on the table is to enable the assembly to lay aside the pending question and go on to more urgent business.
2. This motion cannot apply to anything except the actual pending business.
3. A motion laid on the table carries with it all motions that pertain to it.
4. A motion to lay on the table cannot be qualified.

B. Postpone to a Definite Time

(Have the students read "Postpone to a Definite Time," and complete the chart for postpone to a definite time. Then summarize & review the characteristics of postpone to a definite time, using Transparency 6-6. Engage the class in Learning Activity 6.)

1. The purpose of postponing to a definite time is to delay consideration of a motion to a definite time.
2. A Motion to postpone to a definite time must postpone to a regular meeting.

3. A class of business cannot be postponed.

VII. How to Regulate or Limit Debate

A. Limit or Extend Limits of Debate

(Have the students read"Limit or Extend Limits of Debate," and complete the chart Then summarize and review the characteristics of limit or extend limits of debate, using Transparency 6-7.
Engage the students in Learning Activity .)

1. The purpose of the motion to limit debate is to restrict of time that members may debate.
2. The purpose of the motion to extend limits of debate is to remove restrictions on the time to debate.
3. Since motions affect the individual's right to debate, they must be passed by a two-thirds vote .

B. Previous Question

(Have the students read "Previous Question" and complete the chart. Then summarize and review the characteristics of previous question, using Transparency 6-8. Engage the class in Learning Activity 8.)

1. The purpose of the previous question is to put an end to debate, to stop or prevent the proposal of subsidiary motions, or to secure an immediate vote.
2. The previous question may be qualified only to specify how many of the pending motions it covers. If unqualified, it covers only the immediately pending motion.

The previous question is passed by a two-thirds vote.

VIII. How to Supress Motions

A. Postpone Indefinitely

(Have the students read "Postpone Indefinitely" and complete the chart. Then summarize and review the characteristics of postpone indefinitely, using Tranparency 6-9. Then engage the class in Learning Activity 9.)

1. The purpose of postponing indefinitely is to suppress the question without allowing it to come to a vote.
2. A Motion to postpone indefinitely may be to learn how many oppose a motion without risking the adoption of the motion.

B. Withdraw a Motion

(Have the students read "Withdraw a Motion" and complete the chart. Then summarize and review the characteristics of withdraw a motion, using Transparency 6-10. Engage the class in Learning Activity 10.)

1. The purpose of withdrawing a motion is to allow a member to remove a motion from consideration.
2. It may be withdrawn without permission before it is stated and by general consent after it has been stated.

IX. How to Enforce Parliamentary Procedure

A. Parliamentary Inquiry

(Have the students read "Parliamentary Inquiry," and complete the chart. Then summarize and review the characteris-

tics of parliamentary inquiry, using Transparency 6-11. Engage the class in Learning Activity 11.)

1. A parliamentary inquiry is a request, not a motion.
2. It concerns procedural matters.
3. In some instances, it may interrupt the speaker.

B. Point of Order

(Have the students read "Point of Order," and complete the chart. Then summarize and review the characteristics of point of order, using Transparency 6-11. Engage the class in Learning Activity 12.)

1. A point of order allows a member to call the attention of the presiding officer to possible violations of parliamentary procedure.
2. The point must be raised at the time of the violation.

C. Appeal from the Decision of the Chair

(Have the students read "Appeal from the Decision of the Chair," and complete the chart. Then summarize and review the characteristics of appeal from the decision of the chair, using Transparency 6-12. Engage the class in Learning Activity 13.)

1. An appeal from the decision of the chair allows a member to appeal a decision of the presiding officer that may be a mistake or an unfair decision.

2. The presiding officer may agree with the appeal without it coming to a discussion or vote.

D. Division of the Assembly

(Have the students read "Division of the Assembly," and complete the chart. Then summarize and review the characteristics of division of the assembly, using Transparancy 6-12. Engage the class in Learning Activity 14.)

1. The purpose of a division of the assembly is to ascertain the accuracy of the vote of the assembly.
2. A division of the assembly is called for by a member without obtaining recognition.

X. How to Reconsider a Previous Question

A. Take from the Table

(Have the students read "Take form the Table," and complete the chart. Then summarize and review the characteristics of take from the table, using Transparency 6-13. Engage the class in Learning Activity 15.)

1. The purpose of a motion to take from the table is to consider a motion that has been laid on the table.
2. When taken from the table, a motion is in the same condition as when it was laid on the table.

B. Reconsider

(Have the students read "Reconsider," and complete the chart. Then summarize and review the characteristics of reconsider, using Transparency 6-13. Engage the class in Learning Activity 16.)

1. The purpose of a motion to reconsider is to allow the assembly to re-examine a question as if no vote had been taken.
2. The person introducing a motion to reconsider must have voted on the prevailing side when the motion was passed or defeated.

C. Rescind

(Have the students read "Rescind," and complete the chart. Then summarize and review the characteristics of rescind, using Transparency 6-13. Engage the class in Learning Activity 17.)

1. The purpose of a motion to rescind is to repeal or annual action taken by the assembly.
2. Motions which have already been acted on cannot be rescinded.

XI. How to Solve Emergencies

A. Question of Privilege

(Have the students read "Question of Privilege," and complete the chart. Then summarize and review the characteristics of question of privilege, using Transparency 6-14. Engage the class in Learning Activity 18.)

1. The purpose of a question of privilege is to allow a member to request that an immediate action be taken for the benefit of the assembly, or its members. It must have nothing to do with the pending question.
2. If the question of privilege is an emergency, it may interrupt the speaker.

B. Suspend Rules

(Have the students read "Suspend the Rules," and complete the chart. Then summarize and review the characteristics of suspend the rules, using Transparency 6-14. Engage the class in Learning Activity 19.)

1. The purpose of a motion to suspend rules is to allow the assembly to perform some action that is prohibited by standing rules. Bylaws cannot be suspended.
2. A two-thirds vote is required.

XII. How to Adjourn

A. Motion to Adjourn

(Have the students read "Motion to Adjourn," and complete the chart. Then summarize and review the characteristics of a motion to adjourn, using Transparency 6-15.)

1. The purpose of a motion of adjourn is to bring the meeting to a close.
2. The privileged motion to adjourn cannot be qualified. If qualified in any way, it becomes the motion to set the time at which to adjourn, which is a main motion and subject to the rules governing main motions.

Unit VII

JOB APPLICATION

Terminal Objective

After completion of this unit the student should know that:

1. A resume should be clear, complete, and accurate.
2. Information about a company should be known before the interview begins.
3. A correctly filled out application form gives the interviewer a good impression of the applicant.
4. Studying possible interviewer questions ahead of time is helpful.
5. Confident, truthful, well-prepared applicant usually do well during interviews.
6. Careful study of all sides of various issures should be made before resigning from a job.
7. Before leaving employment, a proper letter of resignation should be written.
8. A proper attitude should be taken if a person is fired or laid off a job.

Specific Objectives

The student will be able to:

1. Compile a complete and accurate resume;
2. Discuss what should be known about a company before they begin their interviews.
3. Discuss how to correctly fill out an application form.
4. List some of the questions that will probably be asked during an interview.

5. Give the proper way they should conduct themselves during an interview.
6. Outline legitimate reasons for resigning from a job.
7. Discuss the importance of giving prior notice before leaving a job.
8. Write a proper letter of resignation; and
9. Discuss the attitude they should take if they are fired or laid off.

References

A. ICC-7 Job Application, U.T. at Austin, Tx. 1980.

B. Feingold, S. Norman, and LIst, Harold. Finding Part-Tiem Jobs. Science Research Associates, Inc., 259 East Erie Street, Chicago, Il 60611.

C. Gooch, Bill G.; Carrier, Lois: and Huck, John. Work: Pathway to Independence. American Technical Society, 5608 stony Island Avenue, Chicago, IL 60637.

D. Kimbrell, Grady, and Vineyard, Ben S. Succeding in the World of Work. McKnight Publishing Co, P.O. box 2854, Bloomington, IL 61701.

Instructional Materials

1. Chalkboard, chalk, and eraser.
2. Overhead projector.
3. Student's Manual, Unit 7, "Job Application".
4. Test for Unit 7.
5. Learning Activity 1: "Writing a Resume".
6. Learning Activity 2: Letter of Resignation".

Student Activities

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary).
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, Spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

Outline

I. Letter of Application (Resume)

- A. A neat, legible letter of application shows organization and consiseness on your part.
- B. Include details that would be of interest to a prospective employer.
- C. Your letter should be so convincing that the employer will want to talk to you personally.

II. Application Form

- A. Have background information and dates available when you fill out an application form at the place of business.
- B. Always fill out all blanks on an application form.
- C. Follow all directions when filling out an application form.

III. The Personal Interview

- A. Personal Appearance
  - 1. Clean, appropriate clothing should be worn for an interview.

2. Be neat and clean in your personal grooming.

B. Questions That May be Asked

1. Know something about the company where you are applying as your may be asked questions about it.

2. Be sure of your answers concerning your future plans and how you feel you can contribute to the company.

3. Have all facts straight concerning your background.

C. Conduct during the Interview

1. Remain standing until invited to sit down, and be confident, but not brash.

2. Answer question honestly, clearly, and concisely.

3. Always thank the interviewer before leaving.

D. Your Selling Points

1. Try to sell your previous experience that you think qualifies you for the position.

2. Be Yourself.

IV. Resignation

A. Why People Resign

1. Give serious consideration to all the facts about a job before leaving it.

2. Some people leave jobs because of unsuitable working conditions or because they receive better offers.

3. Some people leave jobs when their excuse is not valid.

B. Prior Notice

1. Prior notice of resignation helps both the employee and the employer.

2. Give at least two weeks' notice before leaving a job.

3. Thank the supervisor or employer for the consideration you received during your time there.

C. Letter of Resignation

1. A letter of resignation should give the date you plan to resign, your reasons for leaving, and your appreciation at having worked there.
2. Make a special effort to leave without hard feelings on anyone's part.

D. Laid Off or Fired

1. Few layoffs can be blamed on the employee involved
2. Find out why you were fired, so you can correct any problems on your part.

UNIT VIII

DIET, HYGIENE, AND GROOMING

Teaching time for this unit: 5 hours

TERMINAL OBJECTIVE

At the end of this unit the student should know:

1. That good health depends on following certain hygienic practices related to diet, exercise, sleep, and personal cleanliness.
2. Of the specific practices recommended for each of the above areas.
3. Of the advantages of good grooming on the job.
4. Of specific factors related to good rooming on the job.
5. That the individual is personally responsible for good personal hyeiene and good grooming.
6. That hygiene and grooming are so important that they are worth the effort required.
7. That individual personally gains by mastering and using the information in this unit.

SPECIFIC OBJCETIVES

The student will be able to:

1. List five practices that are necessary for good personal hygiene;
2. List five basic types of nutrients, tell what foods they are likely to be in, and tell what they do for good health;
3. Give the four basic food groups, and tell what nutrients are likely to be found in each;
4. Explain why a well-balanced diet is important;
5. Discuss each food group, giving information such as what foods may be in it, what nutrients the group provides, and how many servings

of specific foods should be eaten from it daily;

6. Discuss how to control weight while maintaining a well-balanced diet;
7. Describe and give advantages of isometric exercises, isotonic exercises, and aerobic exercises;
8. Give examples of isotonic and aerobic exercises;
9. Tell the six general suggestions on how to use the exercise types to keep you healthy all your life;
10. Discuss five things that should be remembered about sleep;
11. Discuss six actions needed for good skin care;
12. Discuss five actions needed for good hair care;
13. Discuss seven actions needed for good foot care;
14. Discuss seven actions needed for good oral hygiene;
15. Begin planning each day's meals so as to have a well-balanced diet;
16. Discuss thirteen things that should be remembered about good grooming;
17. Get regular exercise that is beneficial to health;
18. Get enough sleep, by following the recommendations given;
19. Follow the rules for good skin care;
20. Practice good hair care;
21. Practice good foot care;
22. Practice good oral hygiene; and
23. Follow the recommendations for good grooming at work each day.

REFERENCES:

A. ICC. 9, Diet, Hygiene, and Grooming; U.T. at Austin, TX 1980

B. YOU: A GUIDE TO PERSONAL DEVELOPMENT FOR YOUNG MEN. Center for Occupational Curriculum Development, The University of Texas at Austin, P. O. Box 7218, Austin, TX 78712.

C. YOU: A Guide to Personal Development for Young Women. Center for Occupational Curriculm Development, The University of Texas At Austin, P. O. Box 7218, Austin, TX 78712.

INSTRUCTIONAL MATERIALS:

1. Chalkboard, chalk, and eraser
2. Overhead projector
3. Transparencies made from transparency masters in this unit
4. Student's Manual, Unit 9, "Diet, Hygiene, and Grooming"
5. Test for Unit 9
   a. Learning Activity 1: "Planning Your Balanced Diet for Three Days."
   b. Learning Activity 2: "Thinking about Calories"
   c. Learning Activity 3: "A Sleep Calendar"
   d. Learning Activity 4: "Actions That Can Help"
   e. Learning Activity 5: "Dress Codes"

STUDENT ACTIVITIES

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary).
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts, and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

OUTLINE

I. Personal hygiene includes daily practices that can make you healthier.
   A. Having a good diet.
   B. Getting enough exercise.

C. Sleeping enough.

D. Being personally clean.

II. Your diet is everything that you eat or drink.

A. What you eat today affects your health today, tomorrow, and twenty to thirty years in the future.

B. Your body is complicated beyond belief. You need more than forty different nutrients (chemicals) to keep you healthy.

C. The five basic types (or classes) of nutrients are proteins, carbohydrates, fats, vitamins, and minerals.

1. Proteins are the body's building blocks. They help you grow, get stron, maintain your cells, fight disease, and other things. They produce energy, and help control body functions.

2. Carbohydrates provide energy, help the nervous system work, and make food digest better. Carbohydrates are vegetable, grains, and other foods.

3. Fats produce energy, give a feeling of satisfaction from eating, and make food tastier. You need some fat, but not too much. This is true of other nutrients as well. Fats are in milk, meat, butter, and other food items.

4. Vitamins regulate body building, aid vision, help blood clot, control use of other things. Vitamins should come mostly from food. A variety of food can provide them.

5. Minerals do many useful things. One example is the use of calcium for strong teeth and bones. Calcium is in milk, cheese, cereals, and other foods. Other minerals are also important.

D. A good well-balanced diet can provide all the nutrients you need. To get such a diet, remember these things-

1. Food can be classed in groups.
2. A well-balanced diet includes food from each of these groups.

E. The four food groups are:

1. Bread and cereal group, for protein, iron, vitamins, and carbohydrates.
2. Milk group, for calicum, high-quality protein, and many other nutrients.
3. Vegetable and fruit group, for vitamins and minerals.
4. Meat group, for high-quality protein, iron, and vitamins.

F. Foods in a group vary by type and amounts of nutrients. This makes it important to eat many different foods from four food groups--you have a better change of getting all you need.

G. Some experts say to balance every meal. Some say a skip now and then won't hurt. But variety is needed every day.

H. The bread and cereal group includes things like whole grain or enriched cereals and breads. They are cheap sources of carbohydrates for energy, and other nutrients.

1. Examples are bread, cereal, cornmeal, grits, macaroni, noodles, rice, and spaghetti.
2. A teenager needs four or more servings from this group each day. A slice of bread is a serving; an ounce of ready-to-eat cereal is a serving. One-half to one-third cup makes a serving of cooked cereal, grits, cornmeal, noodles, rice, spaghetti, and similar foods.

I. The milk group provides all five types of nutrients.

1. Examples are whole, skimmed, condensed, or evaporated milk; buttermilk; cheese; ice cream; butter.

2. A teenager needs four or more servings daily. A milk serving is one 8-ounce cup; you should have that each day. Other one-serving sizes: cheddar cheese, about the size of a golf ball; ice cream, two cups. Milk products are in many cooked foods and desserts.

J. The large fruit and vegetable group provides vitamins, minerals, and carbohydrates.

1. Examples are asparagus, beans, beets, cabbage, carrots, cauliflower, collards, corn, lettuce, mustard greens, okra, potatoes, and tomatoes, among vegetables; and apples, apricots, bananas, berries, pears, and plums, among fruit.

2. A serving is one-half to one cup, or roughly the size of the serving in a cafeteria line. You need four or more servings from this group each day. That should include one-half cup or more of green and yellow vegetables, as well as 3/4 cup of citrus or tomato juice. Both vegetables and fruits should be eaten each day.

K. The meat group is rich in body-building proteins. You should have a variety of foods from this group.

1. Examples are eggs, poultry, fish, and many kinds of meat.

2. You should have three servings a day. A serving is 2 to 3 ounces of lean cooked meat, poultry, or fish, without a bone. Two eggs is a serving.

3. Protein-rich foods that can be used in addition to meat are beans, soybeans, peanuts, peas, and nuts. A cup of dry beans or dry peas, cooked, is a serving. Four tablespoons of peanut butter is a serving.

L. You also need to control how much you eat. The basic servings above may or may not be all the food you need.

1. You control the amount of calories you eat each day. A calorie measures heat--the amount needed to raise 1 kilogram of water 1 degree Celsius.

   a. Calories can tell the energy content of food.

   b. Calories can tell how much energy you are using. People need different calorie totals. This depends on size, sex, age, and activity.

2. You gain weight if you take in more calories than you need. You lose weight if you don't. A fully grown adult can stay the same weight by getting calories for that weight.

3. Three types of tables help do this:

   a. One type recommends the weight for a person of a certain age, sex, height, and sometimes another factor, like build.

   b. Another type gives both recommended weight and calories usually needed by a person that weight.

   c. A third type gives calorie content for various foods.

4. You can lose weight by staying on a well-balanced diet but reducing calories taken in daily. Here are three simple ways:

   a. Use a calorie table, and plan so you meet (match) the total.

   b. Eat smaller servings from just the four food groups.

   c. Eat as much from the four basic food groups, but avoid high-calorie foods such as desserts.

5. Don't be in a hurry to lose weight. Cutting down 500 to 700 calories a day for several weeks can drop a pound a week. It can also improve your eating habits, so the loss will last longer.

III. People are more likely to do their jobs well if exercise has made them physically fit.

A. While you're in high school you may be getting enough exercise. But you need to continue to exercise later.

B. Isometrics are exercises that contract muscles while you work against an unmoving resistance.

1. Pushing against a wall is an example.

2. Isometrics exercise certain muscles and build just them.

3. Remember these things about isometrics:

a. They build strenght only in specific muscles.

b. They don't help develope smooth movement, or effective use of the muscles.

c. They don't build endurance.

d. They should be used just a few seconds at a time - longer won't help, and can cause harm.

e. Books and articles can help you plan isometric exercising.

C. Isotonics add motion. They can be more fun than isometrics. Sports are often isotonic.

1. An example of isotonic exercise is kicking a football. Effort is made against a resistance that will yield.

2. Isotonics builds strenght, increases endurance, and helps you learn to use your muscles gracefully and effectively.

3. Isotonics can also develop specific muscles. Swimming builds shoulder and arm muscles.

D. Aerobics means "with air". Aerobics make you breathe harder and your heart beats faster for several minutes.

1. Examples of aerobics are running, swimming, walking rapidly, cycling, rowing, and cross-country skiing.
2. Aerobics strengthen muscles, increase endurance,and improve general health.
3. The rate at which aerobics are done is not so rapid that you have to quit because you get out of breath.
4. Aerobics are usually done in a carefully planned way, or a program. You start easily and raise your sights.
5. Books and articles on aerobics can help you plan a program.

E. You can use the three types of exercises in many sports and activities to stay healthy all your life. Remember to:

1. Pick activities you enjoy.
2. Try to get regular exercise, daily or several times a week.
3. Have a variety of exercises, including aerobics.
4. Don't overdo it. After exercise you shouldn't be too tired. Breathing and heartbeat should be back to normal within 10 minutes; you should be rested within 2 hours; you shouldn't be restless at night, or too tired next day.
5. Learn as much about exercise as you can.
6. Get an occasional checkup by a doctor. Before planning a program of exercise is a good time.

IV. Sleep is needed during each 24-hour period. Among other things, sleep lets the worn-out cells in our body be replaced more rapidly. You need to know these things about sleep:

A. Adults need about 6 to 8 hours of sleep each day (24 hours).

B. Signs you haven't slept enough are sleepiness during hours you are usually awake, or if you aren't ready for the day half an hour after you get up.

C. Try to sleep at the same time each day. Your body gets ready for sleep at certain times, which makes it easier to go to sleep. You also get better sleep.

D. At bedtimes, do routine and simple tasks, take mild exercise, don't be too tired, avoid having eaten too much, relax you muscles, and don't be too hot or cold.

E. The best sleep time varies from person to person.

V. Cleanliness is good for you and helps attract people to you. Cleanliness involves skin care, foot care, hair care, and oral hygiene.

A. Skin care calls for these actions:

1. Bathe regularly all over.
2. Pay special attention to the area under each arm. Wash with soap and water. You may need a deodorant, to fight bacteria, or an antiperspirant, to reduce the amount of perspiration.
3. Fight blackheads by scrubbing three or four times a day with soap and water and a rough turkish towel.
4. Fight blackheads by avoiding greasy foods and cosmetics, getting fresh air and sunlight, eating fresh fruit and vegetables. Good health helps skin health.
5. If pimples or other bad skin problems develop, get help from an expert. The many remedies sold may or may not help. While you try to find the right one you'll be wasting time.
6. Shampoo regularly. Oily hair may be related to skin problems.

B. Hair care calls for these actions:

1. Shampoo to keep your hair clean. Oily hair may need shampooing every two or three days.
2. Keep your combs clean, to avoid infection.
3. Comb gently if your hair is wet.
4. Check scalp condition regularly, for dandruff and other problems.
5. Massage your scalp from time to time.

C. Foot care calls for these actions:

1. Wash regularly and dry thoroughly.
2. Use special deodorants and antiperspirants for feet.
3. Use special foot powders.
4. Change your socks daily.
5. Change shoes regularly; air them when not wearing them.
6. When ycu can, go barefoot or wear sandles.
7. For espically bad problems, wash with warm water, then cold water, and repeat several times.

D. Oral hygiene calls for these actions:

1. Have a well-balanced diet.
2. Brush after breakfast and at night; better still, after every meal.
3. Use dental floss.
4. See your dentist every six months.
5. If you have a mouth odor problem, then brush, floss, and rinse before you go to bed.
6. For the same problem, now and then rinse your mouth with plain water or with mouthwash.

7. Avoid garlic, onion, and similar foods several hours before important appointments. Such smells are in air from lungs, so may not be sucessfully hidden.

VI. Good grooming is what you do to be neat, attractive, and help meet your goals. So good grooming is an opportunity, a way of doing yourself a favor.

A. Good grooming involves everything from head to feet. Also consider the time, the place, and the people who will notice your grooming.

B. Remember these things about good grooming on the job:

1. Your employer is one judge of your grooming.
2. Your co-workers will also react better if you are well groomed. Good grooming builds confidence.
3. Customer reaction to your grooming can affect your success.
4. Your shoes should be clean and well polished. Care standards may vary by job and business. Be sure to meet the highest standards where you work, by daily shoe care.
5. Your clothes should be right for the job. This also builds confidence of others. Watch people who seem to be succeding on the job. Their grooming may be helping them along.
6. Your clothing should be clean, neat, well mended, and fit right.
7. You should sit and stand straight to look more alert, make your clothes fit better, and build confidence. To improve posture, pull your stomach in and lift your chest up.
8. You should be clean and smell good.
9. Good skin care is important.
10. Oral hygiene is important.
11. If you work where your hands will be noticed, take especially good care of your hands and nails, and keep them clean.

12. Your hair should be clean and well combed. Often a company or supervisor will consider lenght and style to be important.

13. Find out if where you work has a dress code. There are four possibilities:

    a. You may have to wear a uniform.

    b. The firm may have a stated or written dress code.

    c. There may not be a written or stated dress code, but the company may have standards you should meet. First you will have to find out what they are. Again, notice successful people.

    d. Some companies and supervisors may not really care what you wear or how you look. Even if they don't, you should. Your future will be affected by your grooming, good or bad.

UNIT IX

PERSONAL FINANCE

Teaching time for this unit: 7 hours

TERMINAL OBJECTIVE

At the end of this unit the student should have:

1. Skill in creating a workable personal budget based on earnings.
2. Ability to correctly write checks and make deposits.
3. Knowledge that certain direct and indirect taxes affect a person at home and on the job.
4. Skill in preparing a federal income tax return.
5. Awareness of the purpose and operation of Social Security.
6. Knowledge that many types of retirement plans are available.
7. Knowledge that correct and complete personal records must be kept of insurance, investments, bank business, income tax returns, house and auto expenses, and other important documents.
8. Skill in setting up files and records so that all personal papers, documents, policies, etc., have a special place where they can be quickly found.
9. Awareness of the many types of insurance plans available.
10. Knowledge of the options to consider when buying or renting a residence.

SPECIFIC OBJECTIVES

The student will be able to:

1. Estimate personal income and expenditures for a trial budget, and set up a permanent budget.
2. Discuss and fill out bank checks and deposit slips.
3. Name the purpose of having a savings account.
4. Discuss direct and indirect taxes.
5. Discuss the Federal Income Tax Return Form 1040, and fill one out.
6. Discuss health insurance.

7. Identify various types of life insurance.

8. Discuss worker's compensation and unemployment insurance.

9. Discuss personal property insurance.

10. Name features to consider when buying a home.

11. Discribe Social Security.

12. Tell how to keep records for income tax information; insurance policies; and various deeds, contracts, and certificates.

REFERENCES

A. ICC 10, Personal Finance, UT at Austin, TX 1980.

B. Managing Your Money. Allyn and Bacon, Inc., College Division, Rockleigh, NJ 07647.

C. About Money and Banking. Channing L. Bete Company, Inc. 45 Federal Street, Greenfield, MA 01301.

D. Teaching Taxes. I.R.S. Teacher's Packet. Internal Revenue Service, P. O. Box 2924, Austin, TX 78769.

E. Money Management. BFA Educational Media, Santa Monica, CA.

STUDENT ACTIVITIES

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary).

2. Discuss major points related to the specific objectives.

3. Take notes on new material.

4. Review, spell, explain key words and terms.

5. Complete learning activity handouts related.

6. View and discuss diagrams, charts, and transparencies.

7. Complete assignment and hand in for grade.

8. Review and critique assignment errors and file in ICT handbook.

OUTLINE

I. Personal Income and Budgeting

A. Importance of budgeting.

1. You must have a plan or budget to balance income and expenditures.

2. Good financial management allows you to attain your goals.

B. Setting goals.

1. Goals must be reasonable and obtainable.

2. Budget fixed expenses first.

3. Leave some flexibility in your budget.

C. Estimating income and expenditures.

1. Use only take-home pay when estimating.

2. Budgets vary in relation to lifestyles.

D. Making a trial budget.

1. Food and housing expenses are big-budget items. (Transparency 10-1)

2. Adjustments in priorities are made during the trail period.

E. Making a permanent budget.

1. A permanent budget is established after a trial budget has worked out problem areas.

2. Extra income or unplanned expenses may call for periodic changes in your budget.

II. Banks and Banking.

A. Opening a checking account.

1. A bank officer can open a checking account for you.

2. A signature card must be left with the bank so your signature can be validated.

B. Checks and deposits.

1. A check should be written carefully and legibly with ink.

2. Postdating a check is confusing and sometimes illegal.

3. A deposit slip shows how much money you placed in the bank and should be kept for your records.

4. A bank statement shows all check and deposits that you made during a month and should be immediately checked and balanced. (Transparency 10-2)

5. Certified, cashier's, and traveler's checks are the same as cash and are used for specific purposes.

C. Savings accounts.

1. A savings account is used as an investment.

2. Interest from a savings account is taxable as income.

D. Safe-deposit boxes.

1. Valuable papers or personal effests are protected by being placed in safe-deposit boxes.

2. Positive identification is required before you can open your box.

III. Taxes.

A. Direct taxes.

1. Direct taxes are paid directly to various governmental bodies by the taxpayer or through payroll deductions.

2. The federal income tax is a progressive tax, which means that the tax rate increases as the income increases.

3. Real estate taxes are based on a certain percentage of the rendered value of the property.

4. Personal property includes property such as automobiles, boats, farm equipment, etc.

B. Indirect taxes.

1. Purchases made over-the-counter include hidden or indirect taxes.

2. Sales taxes collected by cities and states are calculated as a certain percentage of the selling price.

3. Some items, such as liquor and cigarettes, have tax labels or tax amounts stamped on the item.

C. Preparing federal income tax returns.

1. A federal income tax return must be filed each year if you make a certain income. This minimum income changes periodically.
2. A number of deductions can be made to lower the amount of tax you must pay.
3. Your employer must issue you a Form W-2 by January 31 each year to show the amount of tax withheld from your check.
4. If your parents contribute more than 50 percent of your expenses, both you and your parents may claim you as an exemption.
5. You must take care that your return is filled out properly, signed, and sent in on time.

IV. Insurance.

A. Health insurance.

1. You should consider how much coverage you need for your age, size of family, and amount of income you have.
2. Various types of health insurance pays for doctor bills, hospital cost, and other medical expenses.

B. Life insurance.

1. Life insurance protects a family against loss of income or or serves to build up savings.
2. Group insurance can save you money through the use of a master policy.
3. Most life insurance policies require you to take a physical examination before you can be covered.

C. Worker's compensation.

1. The employer takes of some responsibility for injuries on the job through worker's compensation.
2. Worker's compensation pays you while you are away from work if your injury occurred during working hours.

D. Unemployment insurance.

1. Employers pay into an insurance fund to help you financially when you are unemployed.
2. You must register for work at a state employment office in order to receive unemployment benefits.

E. Personal property insurance.

1. If you are or intend to become a homeowner, insurance to protect your home must be considered.
2. A "Homeowner's Policy" covers most types of damages and liabilities.
3. Automobile insurance is expensive, but almost a necessity.
4. Automobile insurance with complete coverage may be purchased, or you can get coverage for specific damages.

V. Buying or Renting a Home.

A. General requirements.

1. Consideration must be given to distances from work, school, and shopping facilities.
2. All costs must be taken into account whether you are renting or buying.
3. Noise, neatness, and odors may affect your future living comforts.
4. Amount of space, utility connections, and condition of the structure are important points to check.

B. Renting.

1. Some rental properties have and extra charge for the use of a swimming pool or security services.
2. If you sign a lease, be sure you know what it specifies.

C. Buying.

1. Buying a home may be a long-term commitment and should be planned with care.
2. Various types of financing are available, and comparisons should be made.
3. Good titles and proper surveys must be made to protect you after you move in.

VI. Retirement Plans.

A. Social Security.

1. The Federal Insurance Contribution Act (Social Security) has a dual purpose of providing a form of retirement and medical benefits to the retired person.
2. Most people must have a Social Security Card, which may be obtained at any Social Security office.
3. How much your Social Security check will be after retirement depends on how long you worked and your income.
4. You should keep records of employment under the Social Security system. You can compare your records with those of the Social Security office by writing that office asking for the information.

B. Other forms of retirement.

1. Other retirement plans are teacher's retirement, railroad retirement, and federal retirement.
2. You may set up your own retirement plan through insurance companies, stocks and bonds, or savings accounts.
3. If you plan to retire on Social Security, it is wise to participate in another retirement plan. Social Security alone may not be enough.

VII. Personal Records and Forms.

A. How to keep records.

1. Personal records and forms should be kept in a filing cabinet if possible.

2. Records can be filed according to date or by category.

B. Insurance records.

1. All damages, claims, receipts, estimates, and settlements should be kept with the insurance policy.

2. Keep various types of insurance policies in separate folders, but in the same file.

C. Contracts and deeds.

1. Important deeds, abstracts, contracts, etc., should be kept in a safe-deposit box.

2. Guarantees, parts lists, and other papers for household appliances and equipment should be filed together for easy reference in case equipment breaks down.

3. Automobile titles, warranties, and receipts should be kept together.

D. Investments and bank records.

1. All investment papers, birth certificates, discharges, and important documents should be kept in a safe-deposit box.

2. All bank records and correspondence should be kept in a separate file.

E. Auto maintenance records.

1. Keeping records on maintenance may help you see ways to reduce expenses.

2. Records can show how much time has elapsed since routine maintenance was done.

3. Correct automobile records can be used as proof of repair.

F. Household utilities records.

1. Records are useful to show how much electricity or water is being used.

2. Monthly records may help to indicate utility malfunctions such as faulty lines or meters.

UNIT X

CARREER PLANNING

Teaching time for this unit: 3 Hours

TERMINAL OBJECTIVE:

At the end of this unit the student should know that:

1. Goals must be set in order to be successful in a specific carreer field.
2. Planning must go into locating a potential job.
3. Information concerning sources of job opportunities in various career fields must be compiled.
4. Advantages and disadvantages of a career field should be considered before final selection.

SPECIFIC OBJECTIVES:

The student will be able to:

1. Understand how their interests may affect a job.
2. Discuss how abilities affect various career choices.
3. Understand how to locate potential jobs.
4. List the sources of information or job opportunities availabel in various careers.
5. Discuss the factors involved in choosing a career.

REFERENCES

A. ICC. II, Career Planning, U.T. at Austin, TX 1980.

B. Dictionary of Occupational Titles. U. S. Government Printing Office, Washington, DC 20402.

C. Encyclopedia of Careers and Vocational Guidance. Doubleday and Company, 245 Park Ave., New York, NY 10017.

D. Kimbrell, Grady, and Vineyard, Ben S. Succeeding in the World of Work. McKight Publishing Co., P. O. Box 2854, Bloomington, IL 61701.

E. Lasher, W. K. How You Can Get a Better Job. American Technical

Society, 5608 Stony Island Ave., Chicago, IL 60637.

F. Occupational Outlook Handbook. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

G. Work: Pathway to Independence. American Technical Society, 5608 Stony Island Ave., Chicago, IL 60637.

H. Rivlin, Harry N. Inprove Your Learning Ability.

I. Brochard, John H. School and Jobs.

J. Byrne, John and Katherine. Making the Most of Your Abilities.

K. Dreese, Mitchell. How to Get the Job.

L. Havinghurst, Robert J., and Diamond, Esther E. Should You Go to College?

M. Paulson, Blanche B. Discovering Your Real Interest.

N. Smith, Arthur E. What Tests Can Tell You About You.

O. Wolfbeing, Seymour L., and Goldstein, Harold. Our World of Work.

INSTRUCTIONAL MATERIALS:

1. Chalkboard, chalk, and eraser.
2. Overhead projector.
3. Student's Manual, Unit 11, "Career Planning".
4. Test for Unit 11.
5. Learning Activity 1: "Evaluating an Occupation".

STUDENT ACTIVITIES:

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary).
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts, and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT handbook.

OUTLINE:

I. Importance of Interest.

A. People who enjoy their work are more efficient and accomplish more.

B. Try to choose a lifetime career in a field you are interested in and enjoy.

C. Interests can be developed through education.

II. Interest Areas and Career Planning.

A. The broad interest areas are clerical, creative, social, musical, literary, mathematical, scientific, outdoor, public relations, and mechanical.

B. A particular occupation may have aspects of several other interest areas in it.

III. Abilities and Career Planning.

A. Heredity and enviroment are factors in shaping a person's abilities.

B. Anyone can develop their abilities if they are willing to take the time and make the effort needed.

C. Tests can be used to indicate certain mental abilities-such as verbal comprehension, reasoning, number ability, spatial ability, mechanical comprehension, and creative ability.

IV. Factors in Choosing a Career.

A. Civil Service.

1. Civil service careers are available in national, state, county, and city governments.

2. Most specific branches of government have job listings posted.

B. Private Employment Agencies.

1. Private employment agencies charge fees for finding jobs.

2. Job contracts with private employment agencies should be carefully checked.

C. Want Ads.

1. Want ads can indicate what is happening in certain job areas.
2. Want ads are either straight listing or blind listings.

D. Unions.

1. Direct contact can be made with a union throught the union's business agent.
2. Look under "Labor Organizations" in the Yellow Pages for telephone number and union location.

E. Telephone Directory.

1. The Yellow Pages of a telephone directory are useful in locating companies that offer jobs in you career field.
2. Make a list of companies according to location to save travel time and distance.

F. Friends.

1. Sometimes friends have valuable job contracts.
2. Friends with questionable job security should not be relied on.

G. Seasonal or Steady Work.

1. Seasonal jobs or unsteady work may pay more per hour, but less per year.
2. Product demands may change in some companies.

H. Safety in the Occupation.

1. Hazardous careers usually offer better wages, but the risks should be considered.
2. The company treatment of occupational safety should be checked.

I. Other Working Conditions.

1. Be sure to consider your personal feelings toward inside or outside work.

2. Some jobs demand a great deal of travel or long periods of time away from home.

J. Education and Training.

1. Sometimes extra training or education is needed to gain promotions.

K. Fringe Benefits.

1. Some companies allow fringe benefits such as insurance, profit-sharing, etc.
2. Companies without fringe benefits may offer higher salaries.

UNIT XI

OWNING A BUSINESS IN

OUR ECONOMY

Teaching time for this unit: 6 Hours

TERMINAL OBJECTIVE

After completion of this unit the student will know that

1. A national economic system is closely tied to its form of government.
2. America's economic system is based on guaranteed freedoms and rights-the right to own property, to make a profit, and to determine the course of the business enterprise.
3. There are two basic types of economic systems--one based on government demand and one based on the demands of the consumer market.
4. Profits and guaranteed competition in the marketplace are both necessary to a private enterprise such as ours.
5. Profits pay for increased production, increased technology, and a higher standard of living for everyone.
6. Primitive countries remain primitive because they lack the profit incentive.
7. Americans enjoy products today and greatly improved technology because of competition among producers of economic goods.

SPECIFIC OBJECTIVES

The student will be able to:

1. Describe our economic system.
2. List at least two basic rights guaranteed by our government.
3. Write the formula that defines a market, and explain how a market affects your business decisions.
4. Describe how profits and competition are necessary to a private enterprise business.
5. List at least five things a person should consider before making a

business ownership decision.

6. Name three kinds of professional advice that a prospective business owner should seek.

REFERENCES:

1. ICC.12, Owning A Business In Our Economy; U.T. at Austin, TX; 1980.
2. Antell, & Harris, Economics For Everybody, AMSCO School, Pubs, New York; 1980.

INSTRUCTIONAL MATERIALS:

1. Chalkboard, chalk, and eraser.
2. Overhead projector.
3. Student's Manual, Unit 12, "Owning a Business in Our Economy".
4. Test for Unit 12.
5. Handout #1: "Words to Learn".
6. Learning Activity 1: "Economic Decision-Making Game".
7. Learning Activity 2: "Personal Net Worth" (with handout).
8. Learning Activity 3: "Personal Budget" (with handout).
9. Learning Activity 4: "Starting My Own Business: (with handout).

STUDENT ACTIVITIES:

1. Read aloud in class the ICC information sheet. (Instructor to correct/explain as necessary).
2. Discuss major points related to the specific objectives.
3. Take notes on new material.
4. Review, spell, explain key words and terms.
5. Complete learning activity handouts related.
6. View and discuss diagrams, charts, and transparencies.
7. Complete assignment and hand in for grade.
8. Review and critique assignment errors and file in ICT Handbook.

STUDENT OUTLINE:

I. How Our Economic System Works:

A. Every country's economic system is closely tied to its form of government.

1. A private enterprise economy will work only in a democracy.

2. Private enterprise is based on guaranteed freedoms and the rights of individuals.

3. In America, government stays out of private business ownership.

B. America Enterprise at Work:

1. The right to own property and the right to make a profit make it possible for you to go into business for yourself.

2. The market you serve will determine how well you do-whether you will succeed of fail.

a. A market is a group of people (or businesses) who have a need, have the money, and are willing to pay you to fill that need.

b. A home improvement specialist-as an example- is looking for homeowners who need repairs, who have the money to pay for the repairs, and who are willing to pay the specialist to do them.

C. Profits and competition are two necessary ingredients for private enterprise.

1. Profit is the reward for your labor and management and for the risks taken in a business venture.

2. Profits pay for technology, research, and development of new products.

3. Profits pay for our high standard of living.

4. Profits pay for newer, better tools and equipment to improve

5. Profits pay taxes to support government and schools, and pay dividends to those who invested their savings in business.
6. A primitive society remains primitive because it lacks a profit motive.
7. Competition assures the best products at the best prices and with the best services. Otherwise, we would all be at the mercy of a few people who could control production and prices.
8. Our government is committed to ensuring competition in private enterprise.
9. Everyone benefits from a system that encourages competition.
10. Competition is a process of natural elimination of inefficient business.

II. Owning a Business under Our Economic System.

A. You should consider five things before making a decision to go into business for yourself.

1. You should know the business from first hand experience, and know that there is a market for your products or services.
2. You should have the ability to manage your employees, your money, and your merchandise.
3. You should have enough financial reserves to see you through the first year of operation and not count on making any money from the business.
4. You should know how to market your products and services and know how to promote your business during slow periods.
5. You should know how to meet or beat your competition.

B. There are many additional factors about business ownership that you should know and study before making a decision.

1. Your decision involves your entire family. Their future is

at stakes as well as yours.

2. There are no guarantees of success; a business failure may wipe out all of your family's assets.
3. You must be willing to plow all the profits of the business back into it the first two to three years just to make your business stay healthy.
4. You will work harder and longer hours as a business owner than you did as an employee for someone else.
5. You will have no vacations or time off for the first two to three years.
6. About 90 percent of all small business failures are a result of poor management and underfinancing.
7. In a service and repair business, you must know how to accurately estimate labor and material costs.
8. You are responsible for the quality of your own work as well as that of your employees.
9. You should know how to make a service contract or agreement that spells out exactly what you will do and what the customer will do.
10. You should never contract for a job that is beyond your ability to do or complete; know your own skills and abilities.
11. You must know how and be willing to keep good, accurate business records.

C. There are three kinds of professional assistance that you must get before going into private business ownership.

1. You must get financial advice and assistance from your banker and your accountant.
2. You need legal assistance in setting up your form of ownership, paying licenses and fees, obtaining permits, and drawing up

good contract forms. You also need legal assistance on liability and insurance needs.

3. You need business management assistance from several resources. The best single resource is the branch office of the Small Business Administration. SBA officials have a business library of pamphlets that are free or inexpensive. They have people who give professional advice. They arrange low-cost loans, and they encourage minority ownership of small business.

D. Getting started in a business requires careful research and planning.

UNIT XII
COURSE OUTLINE
COMPUTER LITERACY
FOR HIGH TECHNOLOGY

Computer literacy training for approximately students.

Training to begin on August 1, 198 .

Training period from 8:00 to 11:00 a.m. (3 hours per day) for 12 days.

Total hours training 36 hours. (August 1 to August 16, 1983).

Course Outline:

a. Introduction of the Apple II

b. Computer vocabulary

c. History of computers

d. Computer application-digital and analog

e. Related occupations

f. Computer systems

g. Algorithms and flow charts

h. Programming (basic)

i. Survey types of programming

UNIT XIII
COURSE OUTLINE
ELECTRONICS THEORY
FOR HIGH TECHNOLOGY

Electronic theory training for approximately udents.

Training to begin on August 1, 19 .

Training period 2 hours per day (self paced).

Total training 32 hours (tutorial).

Course Outline:

a. Electron theory D.C.

b. Circuits, symbols and diagrams D.C.

c. Meter reading and ohms law D.C.

d. Series circuits D.C.

e. Parallel circuits D.C.

f. Resistor and complex circuits D.C.

g. A.C. what and where it is used

h. A.C. voltage and power

i. Oscilloscopes and how to use them

j. Oscilloscope operation-measuring voltage

k. Oscilloscope operation-determining frequency

l. Magnetism and electromagnetism

m. Inductors and inductive reactance

n. Transformers

o. Capacitors and capacitive reactance

p. Inductors and capacitors in A.C. circuits